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THE SEE AND SAY SERIES

# MANUAL FOR TEACHERS

## BOOK ONE

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# MANUAL FOR TEACHERS

TO ACCOMPANY THE SEE AND SAY SERIES

## BOOK ONE

BY

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AND

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GINN AND COMPANY

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## To the Teachers who use this Book Greeting:

The See and Say Series has been designed to secure the mastery of the printed and spoken word. The books present in a manner which appeals to children the sound and its printed symbol, the letter. These sounds are taught in a reasonable order, and abundant practice is provided. It is made clear that words can be separated into their sounds, and that each sound is represented by a letter or letters. It becomes easy, then, for the child to separate the written word into its parts, to sound (or to pronounce) each part, and by this means to pronounce the word.

So far as words are phonetic, one typical word gives the key to a group of words, many or few. The child who is possessed of this key is able to recognize new words containing the familiar sounds and made up of the known symbols.

Just so far as the child becomes independent in recognizing new words, learning to read is simplified. It is no longer necessary for the teacher to occupy half the reading lesson with drill upon words. The sentence is intended to express the thought; the page to tell a story. If the drudgery of word-getting can be overcome, and the child be so taught that to *see* a word is to *say* it, then progress in reading will be rapid and intelligent.

Further, if the lessons provided in the See and Say Series are properly taught, the child will develop (1) the power of attention to sounds in the order in which they occur in the spoken word; (2) association of the letter with the sound; and (3) the



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ability to repeat either the sounds in the order of the spoken word or the letters in the order of the printed word.

It is evident that this power of attention and this clear recognition of the sounds will tend to more thoughtful study of the printed page; word mastery is essential to reading. It is also plain that this power of recalling the letters of a word in their order will insure the ability to spell.

These lessons, then, will relieve the present complexity in the teaching of reading; they will develop in the pupils the power to attend to the sound and the form of words. This mastery of the phonetic words, and this power of dealing with word forms, will increase the ability to recognize and to recall the unphonetic, or sight, words.

The series, then, provides help for the teacher and help for the child. Because it was intended to relieve the teacher of some of the manifold tasks which the modern school imposes upon her, a Manual has been prepared to accompany each book of the series. This Manual, with its introduction, is virtually a letter to the teachers. Each teacher, as she reads, is expected to gather from the pages the suggestion which is most useful to her, for the pages have been prepared with the expectation that different teachers will have different needs.

Each lesson of the Child's Book is presented in the Teacher's Manual, following a definite order. Numerous suggestions are added for the help of the teacher.

The authors earnestly hope that the experience and the thought which these pages express may prove of service to the teachers and children to whom the books are sent.

## THE PLAN OF THE SEE AND SAY SERIES

Book One, as the title-page explains, is a Picture Book, which, by means of its pictures and stories, presents and teaches the sounds of the letters of the alphabet, with simple lessons in word building.

Book Two and Book Three are Word Books. Book Two reviews and summarizes the lessons of Book One and introduces the long vowels, silent *e*, and the third sound of *a*, *e*, *i*, *o*, and *u*. Words increase in difficulty as well as in length. Suffixes are added and syllables considered. Book Three completes the list of sounds to be taught, and presents the difficult problem of words spelled alike and pronounced differently, or pronounced alike and spelled differently. In Book Three definite steps are taken to fix right habits in spelling and to use effectively to this end all that has been taught in Book One and Book Two.

Book Four, intended for the fourth and following grades, presents a course in word study, reviewing the facts taught in the primary books, grouping these facts to illustrate principles and rules, and definitely establishing a sound basis for spelling.

Each book of the series is accompanied by a manual for teachers, designed to relieve the overburdened teacher in the preparation of her class exercises, and to direct the work of the young teacher to the greatest advantage. These manuals are simple and direct, a straight message from teacher to teacher, saying: "I have found this to be true and good. Try it." This appeal is a genuine one, and it goes out of a broad experience which justifies the message.

# THE PLAN OF BOOK ONE

This first book of the See and Say Series is a Picture Book. It will be used by children in the first months of their school life, after they have had a number of reading lessons from the blackboard and have begun to understand what reading means.

Before coming to school they have played with picture books. They have had a common experience. The mother with the child on her knee, holding the open book, has shown the picture. The finger of the child has pointed to the picture, and he has named the objects attracting his attention. He has mooed when he saw the picture of the cow and barked "bowwow" when he saw the dog. He has perhaps found the names below the picture. He has played with blocks and has sometimes named the crooked *s* and the round *o*.

It is an easy step, then, to the attractive pages of Book One. Here a picture is presented, to be accompanied by the story which the teacher tells. The child is interested in the picture and in the story. Every story with its picture suggests the sound of the letter which is being taught. The cow calling for her calf says *m*; the snake hissing says *s*; the baby asking to be taken up says *ŭ*, etc. The child, eager and interested in the picture and the story, makes the sound over and over again, clearly and carefully, under the teacher's direction. Then he points to the letter and learns that it stands for the sound.

Beneath the story picture is the type picture, representing a word beginning with the given sound. The children recite with the teacher, "The cow says *m*, and *m* is the first sound of 'moon.'"

They find *m* in different places, making its sound whenever it is found and reciting again with the teacher the key sentence, "The cow says *m*, and *m* is the first sound of 'moon.'"

This lesson accomplishes several results:

1. The child, interested in his lesson, becomes conscious of the new sound *m*.

2. He attends to the sound, listens to it, repeats it, until it becomes a real thing to him.

3. He associates the sound with the letter *m*.

4. He associates both the sound and the letter with the type word "moon," which has for its initial sound the sound which the cow makes.

This is a clear, definite, and natural order of securing the attention of the child to the new idea, connecting the sound with the letter, and presenting the idea of an initial sound. Every new sound is taught in this order: the story, the story picture, the sound, the letter, the type word with its initial.

All lessons which do not present a new sound provide drill upon the sounds already learned. The book presents all the letters of the alphabet, with *ck*, *ch*, *sh*, *ow* (*ou*), *ng*, *ee*, *o͞o*, *o͝o*, *oy* (*oi*), *th*. In most cases only one sound of the letter is suggested. The two sounds of *s*, however, are essential, and the Manual outlines the method of dealing with them. The short sounds of the vowels are taught, but it is not yet necessary to know them as short sounds. Finally, the fact is impressed that every letter stands for a sound; that letters are combined to form the printed or written word; that sounds are combined to form a spoken word; and that a word may be separated into its sounds or built up from sounds.

## THE TEACHING CARD

### STEPS IN TEACHING A NEW SOUND

I. *Introduce* the sound through the story. Be sure that the children listen attentively, recognize the sound, and repeat it clearly, associating the sound with both the story and the picture. Tell the story brightly, adding elements which will increase interest. Ask the children to find objects represented in the picture.

II. Associate the sound with the type picture and the type word. Speak the type word clearly, prolonging the initial sound or speaking it with a clear staccato emphasis. Lead the children to see that this initial sound is like the sound or *is* the sound which they have associated with the story and the picture — " m oon," " r at," " b all."

III. Point out the letter associated with the sound in both the story picture and the type picture. Have children find the letter and give its sound. Repeat the key sentence as given on pages 15–16 of the Manual, and pages 7–8 of the Children's Book.

IV. Drill; repeat the sound associated with the letter. Here the blackboard may be used and the letter placed in various positions. Children should repeat the type word clearly and be able to give the initial sound.

A test of clear understanding is the ability to name other words beginning with the sound. Added drill will be necessary until the letter *always* suggests its sound. The seat work provides opportunity for practice, and the games serve as an active and interesting drill.

# GENERAL SUGGESTIONS

## Why the Study of Phonics is Necessary

The study of phonics is not an end in itself. It is valuable in elementary schools, first as an aid to reading, and second as a help in spelling. If it were not for this relation to these two fundamental subjects, phonics would not find a place in the school curriculum. Its first purpose is to enable the child to pronounce words at sight. Experience has taught us that attention to one word after another, without the recognition of similarity of form and sound, leaves the child without the power to recognize a new word independently. He must wait for the help which the teacher brings. Phonics, at this point, attempts to show the value of each letter or group of letters in the word. This provides the key to pronunciation. If English were a phonetic language, this would be a simple task; but since the same letter may have several different sounds, and words which differ in form may be pronounced alike, the mastery of the form and sound of English words is not a simple matter. In spite of the difficulty, however, it is clear that the time given to the thoughtful study of phonics shortens the task of reading and leads to independent work on the part of the child.

Intelligent study of phonics also assists in spelling. The time to spell is not in the first year, when the demands of reading are dominant; but after the pupil has learned to recognize new words through phonic laws the next step is to reproduce them. He must now *remember* and *repeat* the form of words, and now he must distinguish between those which are spelled in strict accordance with sound and those which vary from the type. All

the earnestness of attention which has gone into the study of phonetics now stands the child in good stead. He hears accurately, remembers the form because he has been attentive, and compares form and sound because he has learned the typical sound of every letter. This gives the best possible basis for correct spelling. The phonic laws give the key to the pronunciation of all words which are phonetic. The power of attention, developed by study, makes it possible also for the pupil to recognize and repeat readily even the unphonetic words which he has once met and used.

It must not be forgotten that the vocabulary of reading is much larger than the vocabulary required in writing. We read the record of a varied experience, requiring a large variety of words; we write out of our own experience, using the words and phrases which belong to us as individuals. The vocabulary of spelling may therefore be definite and limited. Book Four of the See and Say Series, mastered, ought to provide adequate training for thoroughly good spelling, so far as the ordinary vocabulary of correspondence is concerned. Books One, Two, and Three lay the foundations for such knowledge and skill.

## Diacritical Marks

The authors are purposely reducing the use of diacritical marks to the minimum. The chief use of such marks is to enable one who knows phonic laws to judge from the printed word which sound of the letter is indicated. Words so marked occur chiefly in the columns of the dictionary. They are most useful when one has come to the age and ability which demand the service of a dictionary. Before that time it is enough if the new sound, when it is first presented, is distinguished from other sounds of the same letter by the given diacritical mark.

These marks are sometimes used in teaching from the blackboard. As a matter of fact, while the child is learning the phonic laws he is aided, not by the diacritical mark, but by the likeness of the new word to others which he has known. The word "hay," for example, may be learned in either of two ways: first, by sight, if it is the first time the sound of *ay* has been presented; or second, by analogy, because the child already knows "day," "play," etc. It is not until he is possessed of a considerable amount of experience that the diacritical mark comes to his aid. To introduce "hā*y*," or the word "hay" with its diacritical marks, is simply an added problem at this stage.

In the interest of simplicity and in accordance with the real experience of the children in learning to read, the diacritical marks are therefore omitted except when the type word is introduced. Teachers who desire to make greater use of these marks will find a summary at the end of each book which can serve as the basis of any amount of drill.

## Clear Speaking

Clear enunciation is essential to good work in phonics, just as clear print is essential to reading. The children will not get the idea of the sound except as it is clearly spoken. The teacher should practice until she is assured that her own pronunciation is clear and correct. No slipshod, careless, slovenly pronunciation should be tolerated in the schoolroom. Children should be expected to speak so that they can be heard, without self-consciousness, and simply with the purpose of making others understand what they wish to say to them.

This perhaps will suffice if the class is rightly trained. Instead of saying to Jack, "Speak louder, nobody can hear you," say: "I don't think Robert heard you. He is in the farther corner

of the room. He wants to hear all that you say. Try to make him hear you." This appeal ordinarily serves the purpose. The test of clear speaking is that others hear and understand us. This clear speaking enables the child to recognize, to remember, and to repeat the sound.

For the sake of clear enunciation conduct singing exercises, singing the sound to a scale, perhaps, with a letter prefixed, as *an, an, an; en, en, en; im, im, im; ou, ou, ou; un, un, un.* These can be repeated with the particular purpose of securing clear speaking. The teacher is advised to practice before the mirror until she is clearly conscious of the position of the mouth and other vocal organs in the making of each sound.

Reading aloud is excellent practice. Take advantage of opportunities when you are alone and recite sentences for the sake of clear articulation.

A word to those teachers who do not understand phonic laws and values. Perhaps no better initial steps can be taken than those suggested in the Children's Books of the See and Say Series. Familiarity with the books will give the key to full knowledge of phonics. From the books go to the dictionary. Every good dictionary contains in its introduction a clear analysis of the sounds which make up the words of the language.

## Terms Used

The authors have purposely retained familiar and fundamental terms, using others only when such use seemed inevitable. For example, "phonogram" is not substituted for "letter," where "letter" is perfectly plain. Letters like *m*, *n*, *t*, *l*, and *d* are not called phonograms. They are just letters, standing for sounds and helping to make words. In the same way, the syllable still remains a syllable and not a phonogram. If, however, the teacher

finds that she is helped to think more clearly by using the term "phonogram," she should clearly limit the term as applying to two or more associated letters representing a given sound, which may be either a word, or part of a word, or a syllable, or part of a syllable; as *or* in "or," "for," "order," "corner."

The phonogram, using the term in this sense, shortens the process of word building and word recognition. It adds to the single twenty-six letters various groups of letters having a certain sound value. Knowing the value of such a group, one does not need to pull it apart into its separate letters again. Thus, knowing the letters of the alphabet, plus the phonogram *ain*, one recognizes and pronounces "Cain," "fain," "gain," "lain," "main," "pain," "rain," "stain," "slain," "chain," etc. The word is seen as "g ain," "p ain," etc. This distinctly saves time and effort. It groups together words having a common sound or phonic element.

On the other hand, the phonogram should be used only when it is a help, not when it hinders. For example, "reign" (in which *eign* = *ān*) should be learned by sight, as a whole; and "feign" and "deign," which are unusual in a child's vocabulary, should be left until necessity for their use arises. Only the most common and therefore the most useful phonograms should be selected for emphasis. The most useful, obviously, are those which we are oftenest compelled to use. These may be useful because they are repeated in many words, or because they occur in words which are frequently used in common speech or writing. Such phonograms should be as familiar as the letters of the alphabet.

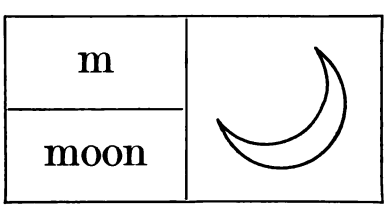
## Writing or Printing

Teachers are divided in their opinions concerning the use of script and print. Many successful teachers omit print altogether

and use only script upon the blackboard, requiring the children to write from the beginning, even when "copying" from the book. The authors would use script exclusively, and teach children to do so, but they have respect for the able teachers who print with exceeding accuracy and swiftness, and in whose hands printing becomes extremely useful.

The use of the See and Say books is not limited to either group. Directions to "copy" or "write" may be interpreted according to the teacher's code and habit.

The following diagram, which may be called the (*m*) diagram, is useful in drilling upon the letters and their sounds. Reference to the (*a*) diagram, for example, means a similar diagram containing the picture of an apple, the word "apple," and the letter *a*.



# KEY SENTENCES

## WHICH ARE TO BE LEARNED IN CONNECTION WITH THE PICTURES PRESENTING THE SOUNDS OF THE LETTERS

A When baby wants an apple he says *a*, and *a* is the first sound of "apple." Page 12.

B Water bubbling out of a bottle says *b*, and *b* is the first sound of "ball." Page 34.

C When the pop corn sticks in the boy's throat he says *c*, and *c* is the first sound of "cat." (The sound of *c*, hard, is first taught with *k*.) Page 71.

D The doves say *d*, and *d* is the first sound of "doll." Page 67.

E The big round saw says *e*, and *e* is the first sound of "egg." Page 41.

F The cross cat says *f*, and *f* is the first sound of "flag." Page 42.

G The frog says *g*, and *g* is the first sound of "girl." Page 81.

H The tired dog says *h*, and *h* is the first sound of "hat." Page 84.

I The little pig says *i*, and *i* is the first sound of "ink." Page 62.

J The motor boat says *j*, and *j* is the first sound of "jam." Page 79.

K When the pop corn sticks in the boy's throat he says *k*, and *k* is the first sound of "kite." (Taught with *c* and *ck*.) Page 71.

L The telegraph wires say *l*, and *l* is the first sound of "lily." Page 15.

M The cow says *m*, and *m* is the first sound of "moon." Page 9.

N The calf says *n*, and *n* is the first sound of "nest." Page 24.

O When baby sees the hot lamp she says *o*, and *o* is the first sound of "orange." Page 30.

P The tugboat says *p*, and *p* is the first sound of "pig." Page 39.

QU When the ducks begin to talk they say *qu*, *qu* (whisper it), and *qu* is the first sound of "queen." Page 97.

R The dog says *r*, and *r* is the first sound of "rat." Page 21.

S The snake says *s*, and *s* is the first sound of "swan." Page 18.

T The watch says *t*, and *t* is the first sound of "top." Page 59.

U When baby wants to be taken up she says *u*, and *u* is the first sound of "umbrella." Page 86.

V The electric car says *v*, and *v* is the first sound of "vase." Page 90.

W The wind says *w*, and *w* is the first sound of "wing." Page 94.

X While the engine waits for you to get on the train it says (*ks*) *x*, and *x* is the last sound of "fox." Page 101.

Y When the scissors are being sharpened they say *y*, and *y* is the first sound of "yard." Page 100.

Z The bee says *z*, and *z* is the first sound of "zebra." Page 27.

CH The engine when it goes says *ch*, and *ch* is the first sound of "church." Page 49.

SH Mother says *sh* when baby is asleep, and *sh* is the first sound of "shell." Page 51.

CK Has the sound of *k*; it is the last sound of "clock." Page 71.

EE The little mice in the trap say *ee*, and *ee* is the first sound of "eel." Page 96.

NG The bell says *ng*, and *ng* is the last sound of "gong." Page 103.

OO When we feel cold we say *oo*, and *oo* is in the word "spoon." Page 107.

OY The oyster man says *oy*, and *oy* is the first sound of "oyster." Page 110.

OI Has the same sound as *oy*. Page 110.

OW When hurt we say *ow*, and *ow* is the first sound of "owl." Page 113.

OU Sometimes has the same sound as *ow*. Page 113.

TH The goose says *th*, and *th* is the first sound of "thimble." Page 117.

## SUMMARY OF TYPE WORDS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | apple | K | kite | U | umbrella | EE | eel |
| B | ball | L | lily | V | vase | NG | gong |
| C | cat | M | moon | W | wing | $\bar{O}\bar{O}$ | spo͞on |
| D | doll | N | nest | X | fox | $\breve{O}\breve{O}$ | bo͝ok |
| E | egg | O | orange | Y | yard | OY | oyster |
| F | flag | P | pig | Z | zebra | OI | oil |
| G | girl | Q (u) | queen | | | OW | owl |
| H | hat | R | rat | CH | church | OU | out |
| I | ink | S | swan | SH | shell | TH | thimble |
| J | jam | T | top | CK | clock | (TH | this) |

The sound suggested by the story picture can never be an accurate sound. It suggests that sound, by the aid of the story, just as the song of the red-winged blackbird is translated by the poet Lowell into *okalēē*. The exact and accurate sound is the initial sound of the given type word. The attractive and interesting path to the sound of the letter is by way of the story and the picture, and a brief experience will convince any one making the test, that the pupil surely "arrives" by this path.

# LESSON I

## PAGE 9, CHILDREN'S BOOK

I. PURPOSE OF THE LESSON.

To present and teach the sound of *m*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Old mother cow has a little brown calf. She has to leave it near the barn while she roams over the green pastures, eating the sweet grass and drinking the cool water. She is happy, but she wants her calf; and often during the long summer day she lifts her head, looks toward the barn, and moos — *m-m-m*.

"Is n't she a good mother? What does she say? You may say it. You may play that you are mother cows. Moo loudly for your baby calves — *m-m-m*. [Print or write *m* several times on the blackboard.]

"This little letter says what the mother cow said — *m-m*. Whenever you see this letter think of the cow calling for her calf, and say softly to yourself, *m-m-m*.

"Look around the room and see if you can find a little *m* peeping out from other words or standing all alone. When you find it give the sound.

"Let us open our books and find the picture of the good mother cow. Here she is in the field. Find the picture of the cow in your book. Show it to me. Find the calf. Where is it? Why does n't the mother go to her calf? Show me the wall. Show me the barn.

"What is the cow saying?

"Let me hear John say it; Mary; Paul; Kate.

"Say this after me, 'The cow says *m*.'

"Can you find in your book the letter you found on the board? What sound does the letter stand for? Find it on the board; in the book.

"Listen to the rhyme,

**Hey diddle diddle,**
**The cat and the fiddle,**
**The cow jumped over the moon.**

"The old cow that jumped over the moon said, *m-m-m.* Where did she jump? Over the m oo n. [Sound "moon" slowly.] I will sound the word, and you must listen for the first sound — 'm oo n.' Give the first sound. See if you can find the moon in your book. Can you find the word 'moon'? Give its first sound. Find its first letter. These two little letters [pointing to *oo*] look like little moons."

IV. SUGGESTIONS FOR TEACHING.

1. *The Sound in the Story.* Tell the story brightly. Talk about the picture. Place the emphasis upon the sound which the cow is making. The child should say the sound every time he sees the picture. This is the first time his attention has been called to the separate sounds which later he will combine into words. Be sure that the impression is clear, and that he gives close attention. Let each child make the sound clearly. Call it the sound which the cow makes when she wants her calf.

Have ready, if possible, a picture of the cow jumping over the moon, or other pictures of cows. If the picture is wanting, you may still recite the familiar rhyme.

2. *The Initial Sound of the Type Word.* "Moon" is introduced by the rhyme, "The cow jumped over the moon." Have the word "moon" and the letter *m* printed many times on the board or on separate cards in the form of the (*m*) diagram (p. 14). Sound the word "moon" very slowly; then say, "I am beginning to say

'moon.' Listen to the first sound. What is the sound that you hear?" The children reply, "It is the sound that the cow makes when she calls her calf." "Yes, the cow says *m*, and *m* is the first sound of 'moon.'" (Take pains to use the exact words which are to be taught in the key sentence later.)

Then print the word "moon" and have the children find the letter with which it begins. Alternating the directions, give the first sound of "moon" and find in the book the letter which stands for the sound. You have then taught:

3. *The Sound and the Letter.* (Key sentence.)

4. *Drill.* Slowly pronounce other words beginning with *m*, as "Mary," "Maud," "Mildred," "mercy," "man," "milk," "meat," "mamma," "map," "muff." Now let us sound each word once more, making the first sound a little louder than the rest. What is the first sound of "man"? of "meat"? of "milk"?

Ask the children to suggest words beginning with the *m* sound.

Praise effort, and have class repeat carefully the words which children suggest.

Have the letter *M* upon a card in the shape of a watch or locket. Hang it around the neck of a child whose name begins with *M*, saying, "Michael, this is your letter. Mary, this is your letter."

## V. Suggestions for Seat Work.

Find the letter *m* among printed cardboard letters. Children may stand around the table and make columns of *m*'s from a heap of letter cards upon the table, or each child may have a box of letters in his desk and may find the *m*'s.

Use the letter as a writing lesson. Let the class trace it in the air. Write it on the board and finally place it on paper for seat work. Copy or write the word "moon" for seat work.

VI. GAME.

Let the children play a game. Stand all the children on one side of the room. The game will be to get to the other side of the room. A child raises his hand, making the sound *m*. The teacher calls upon one child after another. He must speak a word beginning with *m*. As he pronounces the word he is permitted to cross to the other side of the room. If he is wrong, he waits. See how long it will take to get all the children to the other side of the room.

This will occasion a great deal of practice, for the children will make the sound as a sign that they are ready, and will soon have abundant practice in recognizing and recalling words beginning with the sound. Frequently call for the key sentence, "The cow says *m*, and *m* is the first sound of 'moon.'"

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Much will depend upon the importance which the teacher attaches to the new lesson. The children will not know, as she does, that she is introducing them to a fundamental idea as well as to a new letter. But if she emphasizes the new letter as being of great moment, — something to be remembered always, a precious possession, a helper, — the children will respond and will take pride in the new acquaintance and the new power. At night, before dismissing the class, recall the *new sound* and the *new letter*, as being special features of the day, to be repeated at home. This emphasis will save much time in the end. Remember, the greater the interest and attention the surer the conquest of the new idea.

The personal element counts for much. Magnify the child's own initial. Mary already has *M* for *her* letter; it is her *own* initial. This makes the "initial sound" a very real thing.

## LESSON II. PAGE 10

### I. PURPOSE OF THE LESSON.

Review of *m*.

### II. STEPS IN THE REVIEW LESSON.

1. Recall the picture story.
2. Have every child make the sound of *m* and recite the key sentence.
3. Find the letter *m* upon the new page.
4. Find the letter *m* upon the blackboard.
5. Name words beginning with the sound *m*.
6. Talk about the picture and find objects whose names begin with *m*.

### III. CONVERSATION.

"Who will be first to tell what he sees in this picture? Who can guess the name of the little girl? It begins with *M*. [Sound the letter. Guesses continue until some one says May.] Yes, M ay [pronouncing slowly]. What has May in her hand? A m ug. Who can guess what is in the m ug? Yes, it is m ilk. Who stands beside M ay? Her m other. Find the m ug. Sound its name slowly. Find the m ilk. Sound its name. Find the little girl. Pronounce her name. Find the m other. Speak her name. Find the letter that stands for 'M ay'; for 'm ug'; for 'm other'; for 'm ilk.' I will write all these words on the blackboard. You may find the letter that stands for the first sound. Who knows the name of the letter?"

### IV. SUGGESTIONS FOR SEAT WORK.

1. Copy the letter *m* from the blackboard or book, or find all the *m*'s in the letter box and place them in a row.

2. Draw a picture of the mug and put *m* beneath it. Draw a picture of the bottle of milk with *m* below it.

V. GAME.

"Pretend" names beginning with *m*. A child comes to the teacher and says: "My name is M ary. Here is a m ouse." Another child presents herself, saying: "My name is M abel. Here is a m uff." A boy says: "My name is M oses. Here is some m eat." Another says: "My name is M r. M orse. Here is some m oney," etc. The teacher will at first suggest names until the children learn how to play the game.

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While this lesson seems merely to review the sound of *m*, with drill in recognizing the letter, it is in reality doing much more. The new sound belongs to names, evidently, and to names other than "moon." The names are more real because the objects are pictured — "May," "mug," "mother," "milk." Here is the new idea that *m* helps in many words, and also the idea that the word is made up of sounds. This need not be emphasized now, but the children are gathering material which will make the truth clear by and by.

In the game, then, urge the children to think of names beginning with the *m* sound, and applaud them when they succeed. Every word which is suggested, if right, should be repeated by the class. Thus, unconsciously, the children come to know that the *m* is not a separate thing, unrelated to their interests, but is present in words which they now speak, and will by and by write.

Select children whose names begin with *M* for special honor — to pass crayons, write the letter on the board, lead the marching, etc. See how many can close their books, and still name everything in the picture whose name begins with *m*.

## LESSON III. PAGE 11

I. PURPOSE OF THE LESSON.

Review of *m* with added drill.

II. STEPS IN THE REVIEW LESSON.

"Who will be first to tell the story of the cow? Who will recite the key sentence? Who will make the sound that the cow makes when she calls for her calf? Who will find the letter that stands for the sound? Who will draw a picture of the moon on the board? Who will write its first letter underneath? Make the sound of the letter. Find the letter that stands for 'May'; for 'mug'; for 'milk'; for 'mother.'"

III. CONVERSATION.

"Look at the new picture. What do you see in it? How many girls are there? Every girl in the picture has a name beginning with *m*. Let us guess the names of the girls — M ary, M abel, M argaret. M ary is the M ay Queen. Find the M ay-flowers in her hair and in her lap. M abel is placing the M ay-flowers in M ary's hair. M argaret has a M ay-basket filled with M ayflowers. Just outside the door is a m an. Look up in the sky and see the m oon. Listen to the first sound of M ary's name, M ary, — M ary. What is M argaret's initial? What is M abel's initial? What is the first sound of 'm oon'? of 'm an'?. Find the word 'm oon.' Find it with a capital letter; find it with a small letter. See how many names you can speak that begin with *m*."

IV. SUGGESTIONS FOR SEAT WORK.

1. Make the word "moon" from letters in the letter box, or copy it in writing from a pattern set on the board.

V. GAME. Play "Pretend" again.

## LESSON IV. PAGE 12

I. PURPOSE OF THE LESSON.

To present and teach the sound *ă* and the letter *a*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Mother took the baby out under the apple tree. Baby saw a beautiful, large, red apple lying on the ground near her. She put out her little hands. She wanted the apple. She was too little to talk plainly, but she said over and over again, *ă*, *ă*, *ă*, *ă*.

"What did the baby want? What did she say? You may say what the baby said. This is the little letter that says *ă*. [Print *a* many times.]

"As I point, you may give the sound. Look at the board and see if you can find other letters like it. [Have the children point and sound.] Let us say what the baby said — *ă*, *ă*, *ă*, *ă*.

"What did the baby want? What did she say? When she gets older she will say this word. [Print or write "apple" with the *a* underlined.] Who knows what this word says? [All type words are to be taught as sight words.]

"Hear me speak this word. It says 'ă pple, ă pple.' You may say it. Say it slowly, as I do. Now again, and again, and again. Think of the *first* sound. What is it? Point to the first letter. What does it say?

"What does the baby want? What does she say? Let us say together, 'When baby wants an apple she says *ă*, and *ă* is the first sound of "apple."'"

That is the key sentence to remind us of our new letter and sound.

"Now open your new book. Find *ă* in the book. Point to the capital *A*. What does it say?

"See the pretty baby. Where is she? What does she want? What is she saying? Find the thing that baby wants. Point to the picture of the apple. Point to the word 'apple.' Point to the first letter. What is its sound? Now listen to what I say, 'When baby wants an apple she says *ă*, and *ă* is the first sound of "apple."' See if you can say it *just as I did.* Now let us say it together.

"Find the small letter on the page. The large letter. Find *m*. Find *a*. Find 'apple.' Find *ă*. Say, 'When baby wants,' etc.

"See me make a capital *A*. A little girl named Ann had a handkerchief with her initial in the corner. This is her initial, *A*. What sound does it stand for? It looks like a little tent. Try to make it on the board."

IV. Suggestions for Teaching.

1. Prepare a piece of cardboard with the (*a*) diagram (p. 14).

2. If possible, have drawn on the board or on cardboard a picture of the baby under the apple tree, reaching for the apple.

3. Print in several places on the board "apple" and the letter *a*. Drill on both letter and word. Do not use the mark; *a* will represent the short sound until the long sound has been introduced.

4. Have the children make the new letter in the air or upon the desks. Make it many times for them upon the board. Write the word "apple" in many places on the board. Let the children find the letter and make the sound. When you make the sound have them find the letter.

5. Pronounce slowly other words beginning with *ă*. Ask the children to suggest other words. As with *m*, have a cardboard locket or watch with the capital letter upon it. Children whose names begin with *A* may wear their initial.

V. Suggestions for Seat Work.

Use the printed cardboard letters. Find as many *a*'s as possible. Use slips of newspaper and pierce with a pin every *a* that is found. Make the capital with toothpicks or pegs. Draw a picture of an apple and write *a* below it.

Make from letter box the word "apple," "Apple."

(Remember that only the short sound of *ă* should be used. Emphasize the sound, not the name, of the letter, but use the name as you think best, whenever necessary.)

VI. Game — guessing Names.

The teacher says: "I am thinking of a boy's name. Its first sound is *ă*." The children say: "Is it Andrew? Is it Albert? Is it Allen? Is it Alfred?" etc.

"I am thinking of something I saw in the store. Its first sound is *ă*." "Was it an ax? Was it an apple?" etc.

"I want to fill a Christmas stocking. Everything that goes into it must begin with *ă*. What must I put in?" "Apples, axes," etc.

"I will tell you a name and you may tell me the initial sound — Moses, Alfred, Milton, Alice," etc.

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When shall the name of the letter be taught? This has been a vexed question. It is plain that the attention of the children should be held closely to the *sound*, until they can readily attend, listen, and recognize the sound. They must become "ear-minded" — a very important matter. Many children attend better to things seen than to things heard.

The point is, then, not to confuse the sound and the sign (the letter) by passing too lightly from one to the other. The *sound* must be dwelt upon until clearly familiar to the children. When the sound-idea is plain, the name of the letter can follow.

## LESSON V. PAGE 13

I. PURPOSE OF THE LESSON.

Review of the sounds *a* and *m*.

II. STEPS IN THE REVIEW LESSON.

1. Recall the picture story, the sound of *a*, and the type word.

2. Recall *m* with its story and type word.

3. Children recognize the sound *a* as the initial sound in "Alice" and "ax." (The girl is named Alice.)

4. Pronounce slowly words containing the sound of *a* and *m*, and have children repeat the slow pronunciation.

5. Ask children to suggest words beginning with *a* or *m*, first one and then the other.

III. CONVERSATION.

"Here is our baby again. She is still trying to get the apple. What does the baby say? What is the first sound in 'apple'?

"Point to the letter at the side of the picture; at the other side. What is the sound of the letter? Point to the word under the picture. What is the word? What is the sound of the first letter in the word?

"Here is a picture of a little girl. She is the baby's sister. I will speak her name slowly. Listen: A lice. Tell me her name. Tell it slowly, as I did. Sound the name slowly, as I did. What is the first sound? What is Alice's initial? What other little girl had *A* for her initial?

"When the apple tree grows very old and bears no more apples men will cut it down with an ax. Do you see the picture of the ax? Point to it. Listen while I sound the word slowly. You may sound it. Give the first sound of 'ax.'

"See all these letters standing one above the other. Who can tell me the name of the letter at the top? What letter is underneath it? What is the sound of the next letter, and the next?

"Let us see how many times we can find *a* on the page. Every time we find it we will sound it. Point to the letter and I will make it on the board. Let us see how many I must make."

IV. Suggestions for Seat Work.

1. Copy the letters *a* and *m*. Make the capital letters with pegs on the desk. Have the letters to be copied written carefully upon the board or upon cards which are distributed to the children.

2. Copy the words "apple" and "moon" from slips of paper.

3. Trace around a circle and a square. Write *a* in the circle and *m* in the square.

4. Draw pictures of the apple, the moon, and the ax.

V. Game.

Let the children think of something beginning with the sound *m*. Ask one child to whisper to you the name she is thinking of. Then let the children guess the name. Every child who thinks of a name beginning with *m* is allowed to stand at the back of the room until the right name is guessed or until enough guesses have been made.

For example, Paul thinks of "mitten," and whispers its name to you. He is right, and stands waiting beside you, while others raise hands to show that they are guessing. You call upon Kate, who says "kite." Every one knows that is wrong. Kate keeps her seat. Helen guesses "marble," and stands at the back of the room. Sarah guesses "match," and stands beside Helen. When some one at last guesses "mitten," all take their seats. All the "*m*-words" guessed might be repeated by the class.

## LESSON VI. Page 14

### I. Purpose of the Lesson.

Added review of the sounds learned and a repetition of the key sentences.

### II. Steps in Review Lesson.

1. Let the children tell the story connected with each picture.
2. Let the children find the type pictures and the type words.
3. Let them find the first letter of each word and give the first sound.
4. Reverse the order and let them first find the letter, and second, make the sound; third, find the type word; fourth, tell the story.
5. Let each child recite one of the key sentences.
6. Drill — slow pronunciation of words beginning with *m* or *a*. Have the children write upon the board the letter standing for the initial sound in each case.

### III. Conversation.

"Point to the picture of the cow. Tell us what she is saying. What do you think she wants? Point to the picture of the moon. Point to the word 'moon.' Sound it very slowly. Tell its first sound.

"Point to the picture of the baby. What is the baby saying? Give the sound twice; give it three times.

"What was the name of the baby's sister? What is her initial? Tell me the first sound of her name. Find her initial on the page. See how many words we can find that we know. See how many letters we can find that we know. How many *A*'s? How many *M*'s? Let us turn back to the other pages and count the words that we know; the letters that we know."

IV. Suggestions for Teaching.

Call upon individual children for recitation. Try to secure very clear enunciation. The teacher should speak very clearly, calling attention frequently to the position of lips, teeth, and tongue.

V. Suggestions for Seat Work.

Use the letter boxes and make the words used in the lessons thus far. Find all the *a*'s and *m*'s in the letter boxes.

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The letter boxes can be made very helpful. They force the children to carry the form of the letter clearly in mind, while they search for it among many letters. This develops the power of attention, and insures memory of the form of the letter. Children may build words having unfamiliar letters — as "apple" — but should not be required to name the letters. They have simply "matched" them.

VI. Game.

Let us play a game. We need four children, one for a moon, one for a cow, one for a rosy apple, and one for a baby.

Now tell us what you are and what you say.

"I am a cow, and I say *m-m-m.*"

"I am the moon that the cow jumped over. My first sound is *m-m-m.*"

"I am the baby under the apple tree and say *a, a, a.*"

"I am the apple that baby wants. My first sound is *a, a, a.*"

Let the children whose names begin with *A* or *M* lead the game.

After the first four have told their story, let another four join them, each child of the new group joining hands with the child whose chosen sound she wishes to make. Go on until the class is in four groups; then each group, in concert, gives its sound.

## LESSON VII. PAGE 15

I. PURPOSE OF THE LESSON.

To present and teach the sound *l*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"As I was coming to school one morning I saw two little boys. They stood close to a big telegraph pole, their arms around it and their ears pressed close to the pole. What were they doing? Have you ever listened to the sound of the telegraph wires? Have you ever heard what the boys heard? I listened and I heard what they heard. The wires were singing overhead and they made a noise like this —*l-l-l*.

"You may try to make the sound. When I make it I use my tongue, this way. Let me see you do the same thing. See how clearly you can make the sound.

"This is the letter that says *l*. See how tall and straight it is. It looks like a pole. Give the sound *l*.

"See the other picture. Who knows what it is? Yes, it is a picture of a beautiful lily. Let us speak its name. Mary may say it. James may say it. Now let us listen for the first sound as Mary speaks the name. What is the first sound? Where have we heard it before?

"Now we are ready for our key sentence: 'The telegraph wires say *l*, and *l* is the first sound of "lily."'

"Let us see if we can make this letter on the board. As fast as you can make the letter and tell me the sound you may run over to the other side of the room. We shall call you the lily class for a little while. Who is there in the room who should wear this letter for his initial? Louis, Louise, Lucy, Lily,

Lawrence. Lily shall lead the line because she has the same name that we find in the book. When we write her name we shall use the capital letter, and when we write the name of the flower we shall use the small letter.

" Let us think of other words that begin with the *l* sound: ' let,' ' little,' ' lazy,' ' loose,' ' lump,' ' light,' ' lamp,' ' listen.' "

IV. Suggestions for Teaching.

1. *The Sound in the Story.* Use the cardboard lockets and watches, as with the other letters. Make the story as bright as possible. Name the boys in the picture. Find the telegraph wires; the telegraph pole. Let children represent the picture, listening against the doorpost or some pole. Let them make the sound as they listen.

Be sure that they have a perfect pattern for the sound. Practice before the mirror in making the sound yourself. Think of the word "little"; pronounce it, noting the position of lips and tongue as the initial sound is given. Pronounce the word again, lingering on the first sound. Think the word again; give the pronunciation, stopping with the first sound. Repeat the steps with the following words, thinking of the sounds: "lily," "listen," " limit," " let," " link." Repeat such exercises until the sounds are very clear to you in both your thinking and speaking.

2. *The Initial Sound of the Type Word.* "Speak ' lily,' as I do. Begin to say ' lily ' and stop with the first sound. Do the same thing with these words: ' lamp,' ' light,' ' lion,' ' let,' ' little.' What do we call the first sound of a word? What is the initial sound of ' lily '? of ' moon '? of ' apple '?

"Listen to these words: ' doll,' ' bell,' ' ball,' ' fill,' ' small.' Did any one hear the *l* sound? Where was it in ' doll '? in ' bell '? Was it the initial sound? No, it was the last sound. Who can think of another word that has *l* for the last sound? "

3. *The Sound and the Letter.* "Let us find the letter on the board. Sound it. Name it. Find the child who is wearing the locket. Louis. Sound the letter; speak his name. Give the first sound of his name."

4. *Drill.* "As fast as you can give me a word beginning with the *l* sound you may go to the table. Let us see how soon you will all be at the table."

V. Suggestions for Seat Work.

1. Make circles out of cardboard. Children trace around the circles and write *l* in each one, using both the small and the capital letters.
2. Find all the *l*'s in the letter box.
3. Draw the lily.
4. Draw a telegraph pole with wires.
5. Copy the word "lily," and build it with alphabet letters.

VI. Game.

The teacher says: "I am going to play a game. I am going to build a sheep pen in this corner. Let me see how soon I can fill my pen with sheep whose names begin with *L*. You may run into the pen as soon as you can tell me your name."

Each child thinks of a word beginning with *l*. He whispers it to the teacher and runs into the pen. When the pen is full, the teacher lets each sheep run out as soon as it has slowly pronounced its own name.

Make other sheep pens having other initial sounds. Children may be appointed to look after the sheepfolds, in four corners of the room. Mary — you may gather the *M* sheep; Louis, the *L* sheep, etc. Each child may choose in turn sheep for her pen, who are to be let out only on giving a name beginning with the required letter.

## LESSON VIII. PAGE 16

I. PURPOSE OF THE LESSON.

Review and drill.

1. Repeat the sound *l* as the initial sound in new names.
2. Recognize the letter *l* and give its sound.
3. Recognize both *l* and *L*.
4. Review of *m* and *a* as suggested by the letters only.

II. STEPS IN THE REVIEW LESSON.

1. Recall the story of the telegraph wires. Ask the children to tell it. Ask them to find the letter which stands for the sound; to recite the key sentence, "The telegraph wires say *l*, and *l* is the first sound of 'lily.'"

2. Talk about the pictures, which the children will readily name. Have them pronounce each name, making its initial sound emphatic.

3. Pronounce each word slowly, separating the initial sound from the rest of the word; as, "l eaf," "l amp," "l ion," "l ock," "l ily," etc.

4. Have the children find the letter.

5. Have the children find the letters *m* and *a* and speak names beginning with them; then return to *l* and have them name all the words they can think of beginning with the sound.

III. CONVERSATION.

"Who will find a picture on this page? What has Mary found? Yes, Mary has found the lamp. What has John found? The lily. What has Katy found? The lock. What has Peter found? The leaf, etc. Let us name each picture. What is the first one? Say it very slowly. Make the initial sound very clear, 'l amp,' 'l eaf.' Now let us start to say 'lamp' and stop

with the initial sound. Who can do it? What is the initial sound of 'lock'? of 'leaf'? Who will find 'lion'? Who will find its first letter? Who will find 'lock'? Who will find its first letter? Who will make on the board the first letter of 'lamp'? Who will give the sound of the letter? Tom may make the first letter of 'leaf.' Give the sound. Who will make the first letter of 'lion'? Give the sound. What do we call the large letter? The capital letter. Find the capital *L*. Find the small *l*. Make the capital *L* on the board. Make the small *l*.

"Now let us think of the telegraph wires. Now let us make the sound that they make. Now let us think of the baby asking for the apple. Now let us make the sound that the baby makes. Now let us think of the cow calling her calf. Let us make the sound she makes. Find the letter that stands for it. Find the letter that stands for the sound the baby makes. Turn back to the other page and find the picture of the lily. Here is another picture that we call Lily. The first lily was a flower. What is this Lily? Which lily has the capital letter? Who knows a girl named Lily? Who will play that her name is Lily and wear the locket?"

IV. Suggestions for Seat Work.

1. Build the words "lamp," "lily," "leaf," etc. from the letter boxes. Draw a picture of the lily.

2. Make rows of *l*'s, small *l*'s, and capital *L*'s. (Call attention to the difference between *l* and *L* as they are printed.)

V. Game.

Guess all the names of things in the room beginning with the *l* sound. Teacher writes the names upon the board as the children guess. Do the same thing with the *m* sound; with the *a* sound. Play listening to the telegraph wires.

## LESSON IX. PAGE 17

I. PURPOSE OF THE LESSON.

Continued review and drill.

II. STEPS IN THE DRILL.

1. To recognize the pictures and to tell the stories associated with them.

2. To recite the key sentences, then to find the letters and give the sound of each letter.

3. To alternate between finding the letter, when its sound is given, and making the sound after the letter is found.

III. CONVERSATION.

"What picture do you like best? Point to it. Tell me the story. Tell me the key sentence. 'When baby wants an apple she says *a*, and *a* is the first sound of "apple."' Who chooses the cow picture? Tell me the sound the cow makes. Make the sound she is making. Tell me the key sentence. Who remembers the wire story? Tell it to me. Recite the key sentence.

"Find the letters on the page. Who will find the letter which stands for the sound the wires make? the sound the cow makes? Find it somewhere else.

"Find me the picture whose name begins with *m*. Find me the picture whose name begins with *l*. Find me something whose name begins with *a*.

"Find me a capital letter. Tell me its sound. Find me another. Tell me its sound. Find me a letter near the top of the page. Tell me its sound. Find me a letter at the bottom of the page. Tell me its sound. I see a tall letter beside the picture. Tell me its sound. I see a crooked little letter under a picture. Tell me its sound."

IV. Suggestions for Seat Work.

1. Make all the letters you can find on this page.

2. Find all the *m*'s, *a*'s, *l*'s, in the letter boxes. Put them in rows together.

3. Draw a picture of the telegraph pole and wires.

4. Draw a picture of the moon and write its letter under it.

5. Trace circles and put in them the capital letters already learned.

V. Game.

The teacher makes a sound, as *m*; children strive to name a word having the sound for its initial. As each child names the right word, he runs to the back of the room. The game is to transfer the entire class as soon as possible to the back of the room.

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The value of the game is to get the eagerness and zest of the play spirit into the lesson. The game should be well played, however, and the sounds should be given clearly. Children should speak so distinctly that every one will hear and understand. The class should approve or reject answers, exactly as they would judge a ball game or other play having accepted rules. The games, well played, afford the finest sort of drill.

In this, as in other games, the exercise should be adjusted to the needs of the class. Sounds which have not yet been completely mastered should be repeated again and again. If desired, a long list of words can be placed on the board, and the children can choose from the list. Or, the names may be limited to objects in the room.

Observe whether all children take part. If any seem left out, arrange easy questions for them, and later give them special drill.

## LESSON X. PAGE 18

I. PURPOSE OF THE LESSON.

To present and teach the sound of *s*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Once upon a time a little bird flew down upon the bough of a tree. He was dressing his feathers with his bill and chirping as he sat on the limb. All at once he heard a sound in the grass — *s-s-s*. He looked, and what do you think he saw? A big snake with its head high in the air and with its forked tongue sticking out. The snake was looking straight at the bird. The little bird flew away. I do not think he was afraid of the snake.

"Suppose you had come along just then and had seen the snake. If you had clapped your hands, the snake would have hurried away through the grass, looking just like this letter. [Make the letter.] What is the letter? What does it say? John may say it; Mary may say it.

"The snake has a hole in the ground or behind the stones. You sometimes see it in the tall thick grass or in the bushes. Sometimes it slips quietly across the road.

"It has no feet, no hands, no wings; yet it goes very fast. Sometimes when you meet it in the grass it lifts its head and makes its sharp sound — *s-s-s*.

"Here is a picture of the snake. What is it looking at? What do you see coming from its mouth? What do you suppose the snake does with its tongue? We call it a forked tongue. Why? What makes the little bird so afraid? See how it watches the snake. A man once saw a snake in the road. He thought it was a rope and tried to pick it up.

"What does the bird hear the snake say? Let us make the sound the snake makes — *s-s-s*.

"This is the letter that stands for the sound. It looks something like the snake.

"We like to look at this other picture. What a beautiful bird. Who knows its name? Yes, it is a big, white, beautiful swan. Let us speak the name slowly — 'swan, swan, swan.' Make the first sound and stop. What creature makes the sound? Let us make the letter in the air. Let us give its sound just as the snake makes it — *s-s-s*. Let us say together, 'The snake says *s*, and *s* is the first sound of "swan."' Make the letter again in the air. Tell me the first sound of 'swan.'"

IV. Suggestions for Teaching.

1. *The Sound of the Story.* Make the picture tell its own story. If any child already knows the snake, get its name from him instead of telling it to the class. Find out what children have seen snakes and let them tell about them. If any one knows that some snakes are supposed to charm birds, let him tell about it. Be particular to give the sound very clearly and have the children make it clearly — *s-s-s* (the hissing sound). Watch the position of the teeth. Have them feel the position of the tongue and think about it.

2. *The Initial Sound of the Type Word.* Emphasize the initial sound of the type word. Have the children speak the word "swan" very clearly and find the picture.

"Find the letter that stands for the first sound of 'swan.' Begin to say 'swan' and stop with the first sound. It is the sound that the snake makes. Who can make the snake's sound? Let us speak the first sound of 'swan.' Find the picture. Give the initial sound of 'swan.' Let us say together, 'The snake says *s*, and *s* is the first sound of "swan."'"

3. *The Sound and the Letter.* "Make the snake letter. What is its sound? Find the letter on the blackboard. Make it in the air. Make it on the blackboard. Give its sound, listening. Name a boy who has the same initial as the swan. What children should wear the watch or locket with this letter? Sam, Susan, Sally. Think of words that begin with this sound. Now shut your eyes and listen; then raise your hands when I name a word that begins with this sound — 'Mary,' 'man,' 'lamp,' 'leaf,' 'apple,' 'silver,'" etc.

V. Suggestions for Seat Work.

1. Make a large *s* with pegs on the desk.
2. Find all the *s*'s on a piece of newspaper and put a pencil mark through each one.
3. Copy the word "swan."
4. Trace around a small square; make rows of these squares and write in each square one of the letters already learned.
5. Find the letters which make "swan."
6. Draw a picture of the swan. The neck of the swan looks almost like S.

VI. Game.

The teacher says: "Let us form a line and then curve in and out as the snake does. Let us make the hissing sound as we dance around the room. Let us play that we are going to the lake to feed the beautiful swan. We will begin to call the swan and stop with the initial sound.

"Play that you are a bird on a tree. The snake comes toward you, saying *s-s-s*. You look to see where the sound comes from. Mary claps her hands, and the snake glides away and the bird flies away. 'Fly away, little bird! Run away, snake! The little bird is safe from you; you cannot frighten him.'"

## LESSON XI. PAGE 19

I. PURPOSE OF THE LESSON.

Review and drill.

II. STEPS IN THE REVIEW AND DRILL.

1. Recall the sound *s* and the letter which stands for it.

2. Distinguish the sound in new words suggested by the picture.

III. CONVERSATION.

"Now let us turn to a new page. See this new, beautiful picture. Tell me about it. Let us call the boy Sam. What is the first sound of his name? the first letter? See all the strings held in his hand. A balloon is tied to every string. I wonder if they will get away. How I would like to see them flying in the air! See the pictures on the balloons. Who can tell the name of a picture? Mary has found one. It is a star. John has found one. What is it, John? It is a sled.

"Now I will speak a name slowly and you may find me the picture. I will make the hissing sound and you may find me its letter. See what word I am going to say — 's kate,' 's poon,' Guess which word I am going to speak — 's tar,' 's wan.'"

IV. SUGGESTIONS FOR SEAT WORK.

1. Draw pictures of the balloons.

2. Draw pictures of the objects shown on the balloons.

3. With letters from the letter box make the type words used thus far.

4. Arrange in columns all the letters learned thus far, both capital and small letters. Copy these from the blackboard.

The seat work will be useful only when it is inspected. This inspection need not be a long process. The teacher may pass rapidly through the aisles, speaking a word of commendation as she sees good work, or noting the kind of error made by each one. If the names of all pupils are written on the board or on a "roll," a star may be attached to the names of those who work faithfully or do exceedingly well. In any case, the essential fact is that the work will seem well worth doing, if it is sure to be tested.

Should an exercise prove too hard, substitute a simpler one, leaving the difficult task to be taken again in review, when the children have had more practice. Be sure that the exercise given is within reach; then require both attention and diligence. These suggestions apply to all seat work.

V. GAME.

"Who would like to sell the balloons? Here are some strings. Who would like to be a balloon? Which picture will you choose? Sound your name slowly; then take hold of the string and let George hold you. Who will choose to be another balloon? Sound your name, take hold of this string, and let George hold you. Who wishes to be another balloon? Sound your name. George, could you hold more balloons still? Who can think of other words? Now, George, blow this whistle when you are ready to sell the balloons, and each child may tell the name of the balloon which he stands for.

"Who wants a balloon? Mary may buy one. What balloon do you want, Mary? Name it slowly. Take the string and lead your balloon away. Who wants to buy another balloon? Come, Michael, speak slowly the name of your balloon. Where is it? Take the string and lead your balloon away. Go on with the game until every child has sounded a word named in the picture."

## LESSON XII. PAGE 20

I. PURPOSE OF THE LESSON.

Review and drill and the beginning of word-building.

II. STEPS IN REVIEW.

1. Name the type pictures in order.
2. Give the initial sound suggested by each type picture.
3. Find the word that names each picture. Give its initial sound.
4. Find each letter as the teacher gives its sound.
5. Find the capitals, *A*, *M*, *L*, *S*. Find the small letters, *a*, *m*, *l*, *s*. Find each letter somewhere else on the page.

III. CONVERSATION.

"Each one may choose the circle that he likes best. Tell me what is in it. Find its name somewhere on the page. Tell me its first sound. Find me the letter that stands for 'moon,' 'lily,' 'swan,' 'apple.' Who will tell me which word I am beginning to sound. Who will give me the first sound of 'lily,' 'swan,' 'apple,' 'moon'? Who will find the capital letter that stands for Michael, Mary, Lily, Lucy, Agnes, Ann, Sarah, Susan? Name a word that begins with this sound [point to *m*]; with this [*l*]; with this [*a*]; and this [*s*.] Put on the board the initial letter of the word that I sound: 'silk,' 'lamp,' 'leaf,' 'apple,' 'ax.'

"Who remembers when we use the capital letter? Yes, when we write a girl's name or a boy's name. I know a boy whose name is Moses. What is his initial letter? I know a girl named Ann. What is her initial letter? I know a little girl named May. What is her initial letter? I know some one called Susan. What is her initial? Silas; his initial? Tell me the initial *sound* of 'stone,' 'leaf,' 'lion,' 'ax,' 'apple,' 'meat,' 'man,' 'milk.'

"Here is a new story. I saw two little girls this morning. One came in at one door and the other came in at the other door. When they met they spoke to each other.

"Here are two little letters. Each one started out one morning to take a walk. The first letter was *a* and the other one was *m*. Soon they met and stood side by side. The first one said *a*, the other said *m*, just as the little girls spoke to each other. Then they said it over again quickly — *a m*, *a m*, *a m*. Do you know, they had made a word — am, am, am.

"Who can say the word 'am'? Hear Mary say, 'I *am* seven years old.' Hear Michael say, 'I *am* very tall.' Hear Peter say, 'I *am* very strong.' 'How do you do, Mary?' 'I *am* very well, thank you,' says Mary. Let us say together — am, am, am.

"While the two letters were standing together, their big brother came along, and then each letter spoke. Listen — S am, S am, S am. What do they say? Sam. Now you have heard three letters tell their sounds together, and you have heard them make a word. Let us see if we can speak the first word; the second word. Now take the sounds apart. S am. Now put them together. Take them apart. Put them together — am, Sam. Find the words in your book; on the board."

IV. Suggestions for Seat Work.

1. Draw the apple or swan, and copy its name.
2. Make known capital letters with pegs.
3. Draw some balloons tied to a fence and put known letters or words on each balloon.
4. Copy from the board "am" and "Sam," writing them as arranged on page 20.

V. Game.

Repeat the sheepfold game.

## LESSON XIII. PAGE 21

I. PURPOSE OF THE LESSON.

To present and teach the sound of *r*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Old Rover, the dog, had been fast asleep in the sun out in the old barn. Near by old mother duck and her little ducklings were eating yellow meal. A big black rat crept out of his hole slowly — oh, so slowly; still, still — oh, so still! He saw one of the fat little ducklings so near him that he thought he would get it for his dinner. He crept nearer and nearer — oh, so slowly! and oh, so still!

"Just then old Rover woke up. He saw the rat and jumped to his feet. *R-r-r*, he growled.

"Mother duck heard Rover growl. She called to her babies, 'Quack, quack, quack.' They ran to her away from the big rat.

"Play that you are Rover growling. Can you growl like a big dog? Make the sound that the dog made when he growled — *r-r-r*.

"What do you see in the other picture? Speak its name very clearly — r at, r at, r at. Who can tell me the first sound of 'rat'? Yes, it is the growling sound that Rover makes."

IV. SUGGESTIONS FOR TEACHING.

1. *The Sound in the Story.* *R* is very difficult for many children, especially for certain foreign-born children who have not been accustomed to the sound. When making the sound be very careful about the position of the tongue. Give the sound slowly and observe the curve of the tongue in the mouth. Show the

children the position of the tongue. Emphasize the curl of it. Let the children stand beside you, one at a time, to practice the curling sound.

When teaching this lesson, as in all the lessons, added pictures and outlines drawn upon the board will help. Letters printed on large cards are also helpful. The new letter should always be well made on the board in a prominent place.

Ask the children to tell the story and make the sound; to find the letter which stands for the sound; to recite the key sentence, "The dog says *r*, and *r* is the first sound of 'rat.'"

2. *The Initial Sound of the Type Word.* Have the children speak the name "rat" very slowly, then speak it again, pausing after the initial sound. Accustom them to using the term "initial." Frequently ask them to recite their own initials, particularly if they are entitled to wear the locket with one of the known letters. Print the type word on the board and drill on it. Pronounce other words beginning with *r* and have the children pronounce them after you.

3. *The Sound and the Letter.* Have the children make the letter and then give its sound. Find the letter on the page wherever it appears. Count the *r*'s on the page. Find the capital *R*; the small *r*.

4. *Drill.* Ask the children to name objects in the room beginning with the *r* sound; to tell something they have at home whose name begins with the *r* sound.

Hang the locket with the letter upon Ruth's neck; on Rachel's. If there is no child in the class with the *R* initial, name some child Ruth, Rose, Rachel, for the day or during the lesson, and let her wear the locket.

Find on the page the picture of Rover. Tell the sound he makes when he growls. Find the rat. Find it in another place.

Make his initial sound. See how clearly you can say the key sentence for this lesson, "The dog says *r*, and *r* is the first sound of 'rat.'" Now let us all growl. Let us make the sound very clearly and think how the tongue is fixed. Now let us all find the letter that has the growling sound. Put your finger on it. Find the old gray rat that wanted the little duck for his dinner. Find his name; sound it. Point to the first letter. Give the sound of the first letter.

V. Suggestions for Seat Work.

1. Find the letter *r* among the printed cardboard letters.
2. Let the children make columns of *r*'s from the letter boxes, or rows of *r*'s on paper.
3. Draw pictures of a rat.
4. Build the word "rat" with alphabet letters.
5. Place in rows all the letters which the children can recognize and name.

VI. Games.

1. Dramatize the *r* story. Let some one be Rover asleep. Have the duck and group of ducklings. Have the rat creeping out of his hole. Rover must make his sound very clearly and the rat must seem frightened.
2. Make a sheep pen as in the preceding lesson, but all the sheep must have names beginning with *R*.

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In some parts of the country the sound of *r* is practically neglected. Cart, for example, is often pronounced *caht*. Practice faithfully words containing the *r* sound, speaking it clearly. On the other hand, note that Emma and Hannah should *not* be pronounced Emm*er* and Hann*er*.

## LESSON XIV. PAGE 22

### I. PURPOSE OF THE LESSON.

Review and drill.

1. Recall and recognize the letter *r*, making its sound clearly.
2. Find the type picture and drill upon the type word.
3. Name the other objects pictured on the page.
4. Review other letters and type words.

### II. STEPS IN REVIEW LESSON.

1. Recall the story of Rover. Children tell the story; repeat the sound; recite the key sentence.

2. Find the letter on the new page. Recall the sound; speak it clearly.

3. Associate the sound with the new pictures and new words.

4. Review other type pictures and type words and letters.

5. Recall other key sentences and type stories.

### III. CONVERSATION.

"Who remembers the story of Rover? What does he say? [Let the children growl and make the *r* sound clearly.] Who can find the letter *r*? See how many times you can find it. When you find it, show it to me and make its sound.

"Who can tell me the name of the first picture? How we wish we had that pretty rose growing in the schoolroom! Who can speak its name? Who can speak it so I shall be sure of the initial sound?

"The next picture we all know. What do you remember about this gray rat? I wonder what he is looking for now. Speak his name slowly, very slowly. What is the initial sound?

"Now I see a picture of something that every little girl likes to wear. Who can find the picture? Who can name it? Let

us see how clearly and slowly we can say it. Who can tell me the initial sound? the letter that stands for the sound? Now who can think of another word that begins with the same sound? another? and another? and another?

"Find me another picture on the page. Tell me its name. Find the word. Show me its initial. Sound its initial. Who knows the story that goes with it? Who can recite the key sentence? Here is a picture of the apple. Find the word and its initial. Sound the initial. Tell me another word that has the same initial sound; still another.

"Find the name of the other picture. Speak the name. Sound the initial. Find the initial letter. Tell me some one who has that initial. I will make a sound—*m*. Find its letter on the page." [Teacher sounds *r*, *l*, *r*, *m*, *r*, *a*.]

IV. Suggestions for Seat Work.

1. Make a list of the letters which have been taught thus far.
2. Draw the picture of the moon and the picture of the ring.
3. Draw a picture of the old rat creeping out of his hole.
4. Make the words "rat," "moon," from the letter boxes.

V. Game.

A child is chosen to represent Rover. Children play that Rover has a bone. One child after another tries to take the bone away, and Rover growls. Play Blindman's Buff and let the children approach the blind man, making the *r* sound. The blind man tries to recognize by the voice the child who growls *r-r-r*.

## LESSON XV. PAGE 23

### I. PURPOSE OF THE LESSON.

Review of type words in the singular and plural forms. Children become accustomed to adding the final *s* when words mean more than one object.

### II. CONVERSATION.

"Let us see who has the brightest eyes and the best ears. Who will be the first to find the picture at the top of the page? Find its name. Sound its name. Now look on the other side of the page. What is the word under the picture? Yes, 'rats.' How many rats on the first side? How many rats on the second side? Pronounce slowly — 'r at.' Now pronounce slowly — 'r ats.' Which word has more sounds? How many sounds in the first word? How many sounds in the second word? What letter do you find in 'rats' that you did not find in 'rat'? Good, Ben! you were the first to find it.

"Find me another picture. Find the picture under 'rat.' What is it? The picture of an apple. Find me the word 'apple.' Now what is the word beside 'apple'? Yes, 'apples.' How many apples in the picture? Two apples. What letter tells you that you will find more than one apple in the picture? Yes, it is the letter *s*.

"What is the next picture on your page? What a beautiful swan! Its neck looks like the letter S. Find me the word 'swan.' Find 'swans.' I see the word 'rat.' I have my finger on it. Let me see if it is the same one you have found. Find 'rat'; 'rats.' Find 'swan'; 'swans.' Find 'apple'; 'apples.'

"Tell me another word that begins with *s*; another word that begins with *a*; another that begins with *r*.

III. Suggestions to Teachers.

Write "rat" on the board and let some child change it to "rats." Write "apple" and let another change it to "apples." Speak the initial sound of each word on the page and let the children find the sound.

Make a list of other words which the children know, adding *s*. Ask them to pronounce both the singular and the plural, but do not use those terms.

Put upon the board all the letters which the children have learned. As you point to each letter have the children make its sound. Let each one stand after making the sound until the entire class is standing and then let each one sit down after again giving the sound of the letter correctly.

IV. Suggestions for Seat Work.

1. Write a given list of words; then write them again, followed by *s*. Read the lists after they have been written.

2. Draw pictures to "match" the words "apples," "lily," "moons," "swans." Note that "lily" will stand for one only.

3. Make all of the letters which have been studied thus far.

V. Game.

Name a child Apple and ask her to come forward. Name another child Apple. She comes and stands beside the first one. Then ask of some one in the class, "What have we now?" The child says "apples." In the same way name each of two children Rat, Nest, Zebra, Swan, Moon, and have the type words written on the board, both in the singular and in the plural, as the children stand there, singly or in twos.

Lead the class to see that they can recognize the word with final *s*, as easily as without it.

## LESSON XVI. PAGE 24

I. PURPOSE OF THE LESSON.

To present and teach the letter *n* and its sound.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Here is old mother cow. We saw her before in the picture when she was calling her baby calf. She has been walking up and down, up and down, in the field, thinking about the baby calf, for it had been left near the barn and she had been in the field alone. Now she has come up to the fence. She sees the little calf and she lifts her head and calls for the baby. You remember what she says — *m-m-m.* And the little calf answers his mother. He says, *n-n-n.* You may say what the mother says — *m-m-m.* Now watch me while I say what the baby says — *n-n-n.* Is it just like the mother sound? No. See if you can make the sound that the baby calf makes when it answers its mother — *n-n-n.*

"Once the old mother cow was in the field eating sweet grass and pulling green leaves from the low bushes. As she pulled the leaves on one low bush she came close to a little nest. It had four tiny birds in it. The mother bird was so frightened she flew right up into the cow's face, and the cow ran away.

"What did the little birds live in? N est. Here is a picture of the nest. Sound it slowly. What is its initial sound? Find the letter which stands for it. Name the letter. Yes, this is the nest where four little birdies lived last summer. The nest was round and soft and warm. The mother bird brought them worms to eat and covered them with her wings. Show me the picture of the nest in your book. Let me hear you speak its name slowly,

so that I may hear the initial sound. What is the initial sound? Who makes it? Let us say the key sentence together, 'The calf says *n*, and *n* is the first sound of "nest."'

"Find the letter that stands for the sound the calf makes. Find the small letter; find the capital letter. Name the letters.

"Find me another word on the page. Speak it very clearly — 'm oon.' Speak it so that I shall hear the initial sound. Now tell me which word I am starting to say — 'm oon,' 'n est,' 'n est,' 'm oon.' Give me the initial sound of 'nest.' Give me the initial sound of 'moon.' Find the letter which stands for this sound — *n-n-n*. Tell me the story of the little calf. Somebody in the picture is saying *m*; put your finger on her picture. Somebody is saying *n*; find him for me in the picture. Find the letter that says what the calf is saying. Find the letter that says what the mother cow is saying. What did the mother cow find in the bush? Show me the picture of it. Speak its name slowly, very slowly, so that I shall hear the initial sound plainly."

IV. Suggestions for Seat Work.

1. Make rows of *n*'s, alternating the capital and the small letter.

2. Draw a picture of the nest and make the word from the letter boxes.

V. Game.

Let the children play the cow and calf. Each one makes its own sound and calls to the other from different parts of the room. Write the letter upon the board as the children give the sound.

## LESSON XVII. PAGE 25

### REVIEW AND DRILL

I. PURPOSE OF THE LESSON.

To review *n*; to practice both the sound and the letter; to recognize *n* as the initial sound of words other than the type word; slow pronunciation; review of *m* and *s*.

II. CONVERSATION.

"Point to the first picture. Who is this, wearing the white cap and collar? Each one of you may speak her name very clearly. [Nurse.] Mary may pronounce it slowly. Now pronounce it so that I can hear the initial sound very plainly. What is the initial sound?

"Every one may point to the second picture. Hold your books so that I can see it. What is the picture? [Nest.] John may sound the word. Susan may sound it. Peter may sound it. All together may make the initial sound. Robert may make the letter on the board. Kate may give the sound. When I make the sound you may make the letter in the air.

"Find the picture of the nut. Hear me pronounce the word very slowly. You may pronounce it in the same way. Find the nurse. Find the nest. See how many times you can find *n* upon the page. Joseph may stand before the class and show them every *n* on his page. You may make the sound, Joseph, every time that you see the letter. Kate may do the same thing. Now find me a capital *N*. Now find me a small *n*; another capital *N*; another small *n*.

"Each one of you may choose a picture on the page. Mary may sound the name of her picture. Now see if we all can tell it. Each one may choose a picture. Michael, ask Kate which

picture she has chosen. Ask her this way: 'Is it n ut? Is it n urse?' You may keep asking until you have guessed right.

"Find me the letter that stands for 'n urse.' Find me the letter that stands for 'n est'; the letter that stands for 'n ut.'

"Who knows a boy's name with this initial sound? a girl's name? Yes, Nellie may wear the locket to-day. I am thinking of one of the pictures on the page. You may guess which one I am thinking of. Speak the name very slowly. No, it is not 'n ut.' Yes, it is 'n urse.' Tell me the story of the picture at the bottom of the page. Mary, tell me the cow story. What letter goes with this picture? You may all recite together, 'The cow says *m*, and *m* is the first sound of "moon."' Find the big letter *M*; then the small *m*. Who can tell the snake story? Who can make its sound? Let us say together, 'The snake says *s*, and *s* is the first sound of "swan."' Find swan. Find moon."

III. Suggestions for Seat Work.

1. Make rows of capital *N*'s, alternating with small *n*'s.
2. Build with letters the words "moon," "swan," "nest."
3. Copy all the letters which have been learned thus far.
4. Draw a picture of the nut; of the snake.

IV. Games.

Guess names of something good to eat, beginning with the sound of *m*; then names of something in the room beginning with the sound of *n*. Play again the game of the mother cow calling the calf. Let the calf reply.

Let a child stand in the floor blindfolded. Some one makes a sound and the child makes in the air with her finger the letter which stands for the sound.

## LESSON XVIII. PAGE 26

I. PURPOSE OF THE LESSON.

Review of sounds, letters, and type words taught thus far.

II. STEPS IN THE REVIEW LESSON.

"Study this new page. What is the name of the first letter? What is its sound? Tell me a word beginning with the sound. Find me a word on the page. Find the same word beginning with a capital letter. Tell me another word that begins with the same sound. Tell me a girl's name beginning with the sound; a boy's name. Think of something to eat whose name begins with this sound. Make the letter on the blackboard. Make the small letter in the air. Make the large letter in the air."

[Proceed in the same way with other letters on the page.]

III. CONVERSATION.

"I am thinking of something that swims on the water. Find its name on this page. What is its first sound? Point to its initial letter. Sound it.

"I am thinking of the place where the little bird lives. What do we call it? Pronounce it slowly. What is its first sound? Find the initial letter of 'n est.' Find 'n est' written with a capital *N*; with a small *n*. Pronounce the word slowly — 'n est.'

"I am thinking of a girl's name. This is its first sound — *l*. Find it on the page. Find the large letter at the beginning of the name. Sometimes this is the name of a flower. Find the name for me. Find the small letter *l*; the large letter *L*.

"I am thinking of something that likes to eat our cheese. He gnaws a hole in the closet door and finds the cheese. Speak his name slowly — 'r at,' 'r at.' Point to the initial letter. Make the sound.

"See how fast you can find on the page the words that I name. Show me your book as soon as you have found the name. Keep your finger under it.

"Turn to the pretty picture at the beginning of the book. Find the boy and the girl that are playing bubbles. Find the words on the bubbles. Who will name them all?"

IV. Suggestions for Seat Work.

1. Choose a word and build it with letters from the letter box and copy it upon paper in script. The words may be written in script on the board for copying.

2. Find all the letters in the letter box whose sounds you know.

3. Make "moon" and "nest" with a capital initial and with a small initial, using letters from the letter box.

V. Game.

Play making a collection. A girl takes one corner of the room and is to make a collection of things whose names begin with *s*. A boy takes another corner and will make a collection of things whose names begin with *l*. The children run to one corner or the other, saying, "I am silver. Will you take me in your collection?" "I am a lamp. Would you like me in your collection?" The collectors exhibit their collections at the end of the game. The teacher may name each object represented, or each child may speak for himself. The teacher may write on the board a list of the articles collected.

## LESSON XIX. PAGE 27

I. PURPOSE OF THE LESSON.

To present and teach the letter *z* and its sound.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Now we will play together. Let us play that the schoolroom is a beautiful garden. Sweet-smelling flowers grow in this garden — pinks, sweet clover, and honeysuckle. Some of us may be flowers. You may be pinks, you may be lilies, you may be roses, and you may be honeysuckles. As soon as you are named you may come out into the room.

"Now some of us may be bees. What do the bees find in the flowers? What will the bees do when I let them go? They will fly to the flowers for honey. What sound will they make? Let us all buzz like the bees. Listen while I make the buzzing sound — *z-z-z*. Fly away, bees, to the flowers! Fly to get some honey, buzzing as you fly. Now come home, little bees!

"Turn to the book and find the picture of the bees in the garden. Who knows where the bees live? Find the beehive in the picture. Find a bee. Find the flowers that hold the honey. What is the sound that the bees are making? Find the letter that stands for it.

"There is a strange animal that lives across the sea. He looks something like a horse or a mule, but his body has black and white stripes around it. Here is his picture. He is small like a pony, but he is not gentle like the ponies that we know. We cannot ride upon his back, for he is very wild. His name is zebra. What is the first sound of his name? Name the black-and-white-striped animal. Begin his name again and stop with the

first sound. What sound do the bees make? Let us say together, 'The bee says *z*, and *z* is the first sound of "zebra."' Let us look at the picture again. Here are the bees flying from flower to flower. What are they saying? Put your finger on a bee and turn your book so that I can see it. Find the letter that stands for the sound the bee makes. The name of the letter is *z*. What is its sound? What is the initial letter of 'zebra'? What is the initial sound? Let us all make the sound."

III. Suggestions for Teaching.

The letter *z* is not found in many words occurring in the vocabulary of the first grade, but the sound is often given to *s*, especially when it comes at the end of a word.

After the *z* is taught as the buzzing sound and associated with the bee, tell the class that *s* often has the same sound as *z*. Let the class sound many words where *s* has the buzzing sound.

Speak of *z* as the buzzing letter. Have the class note that the capital and the small letter differ in size only.

IV. Suggestions for Seat Work.

1. Find all the *z*'s in the letter boxes.
2. Make *z*'s with pegs.
3. Make circles, or "bubbles," and put *z*'s in them.
4. Draw a zebra.

V. Game.

Play that you are a bee flying against the window and trying to get out. Sometimes, like the bee, you will bump against the wall; as you fly, you may buzz.

Let all the children play together that they are bees flying about the room. Let them fly out of the room when they are ready to go home, buzzing as they go. Make a hive or home to which the bees fly. This may be marked out on the floor.

## LESSON XX. PAGE 28

I. PURPOSE OF THE LESSON.

General review and further observation of words having final *s*.

II. STEPS IN THE REVIEW LESSON.

1. Name each letter.
2. Make its sound.
3. Find and pronounce the type word.
4. Find and pronounce the plural. (Do not use the term "plural.")

III. CONVERSATION.

"Here we have a new page with a new and hard lesson. This is like the lessons that the big children have. Let me see how many remember all the lessons we have had before. Who will be the first to name the first letter up in the corner of the page? Who can give its sound? Find the capital letter. Give its sound. Now who can find the word which has that sound for its initial? Let me hear you say it slowly.

"Name the next letter. What is its sound? What is its word? Find the capital letter. Name the next letter. Find its word. Find the capital letter. Make the initial sound of 'apple.' Make the initial sound of 'lily.' Make the initial sound of 'rat.' Find and name still another letter. Make the sound. Find its word. Find the capital letter. [And so on.]

"Point again to the first letter you can find. Now come and whisper to me another word that begins with that sound. Let us see how fast you can think and how many of you can tell me a word.

"Now I will make a sound and you can find me its word. Find me a word beginning with this sound; with this; with this." [Speak the different sounds.]

"Now find the word that I sound — 'm oon.' Find it in the other column. There is something new about this word. Who will be the first to tell me what it is? Who can draw a picture that will stand for this word? [Child draws two moons.] Good! Now I will sound another word — 'a pple.' Find me that word. What is the other word in the same line? Who can find it? Find a picture that stands for it. Good! Find me the word that I sound — 'r at.' See if you can tell me the other word in the same line. Now hear me sound 's wan.' Find the word. Hear me again — 'swans.' Find me that word. Now I shall put on the board words for you to pronounce." [Place in alternation plurals and singulars and see if the children can recognize the difference. Do not use the terms "singular" and "plural."]

"Listen to the sound at the end of this word — 'buzz,' 'buzz,' 'buzz.'

"What sound do you hear? Yes, it is the buzzing sound.

"Now listen to the last sound of this word — 'moons,' 'moons,' 'moons.'

"That, too, is the buzzing sound. What letter stands for it in this word? At the end of a word *s* sometimes has the buzzing sound — 'apples,' 'swans.'"

IV. Suggestion for Seat Work.

Using the box letters, make a type word with its plural.

V. Game.

Stand the children in a row. Each, with a book in hand, turns to previous page, finds picture, and recites, "I see m oon. *M* is the first sound of 'moon,'" then runs to her seat. Next child: "I see an a pple. *A* is the first sound of 'apple,'" and runs to her seat. And so on, each child choosing a picture which has been used as a type picture.

## LESSON XXI. PAGE 29

### I. PURPOSE OF THE LESSON.

To review letters and type words without the help of pictures; to review final *s*.

### II. SUGGESTIONS IN TEACHING.

This lesson, like that on page 26, calls for individual effort on the part of the children to associate the sound of the letter with its form, without the aid of the illustrations. Make as few suggestions as possible, directing only when a child is puzzled.

### III. CONVERSATION.

"Point to the first letter and give the sound. Tell what says *m*, and the word in which it is the first sound. [" The cow says *m*, and *m* is the first sound in 'moon.' "]

"Give the sound of the next letter and tell about it as you told about *m*. Make the next sound clearly. Tell about *l*.

"Give the cross-dog sound. Recite the key sentence. Make the snake sound; the bee sound. Give the bee sound twice because you know two letters which may stand for that sound. Point to the first letter and recite the key sentence. The letter that has the hissing sound often borrows the buzzing sound. Point to *s* in a word where it has the buzzing sound; the hissing sound.

"Sound all the letters from top to bottom; from bottom to top."

### IV. SUGGESTIONS FOR SEAT WORK.

Use the letter boxes and find the letters given on this page. Then lay them in a row.

### V. GAME.

Choose one of the old games, like sheep pen.

## LESSON XXII. PAGE 30

I. PURPOSE OF THE LESSON.

To present and teach the short sound of *o*.

II. STEPS IN TEACHING. (See card and page 8.)

III. TELLING THE STORY.

" Baby Nan is sitting in mother's lap. You can see her in the picture. Baby sees the big lamp on the table. Of course she wants to get the lamp. She reaches out her hand and tries to touch it.

" What does mother do? What would happen if baby touched the hot chimney of the lamp? Mother says: 'No, no, baby. No, no, Baby Nan; the lamp is hot. Yes, hot, hot.' baby tries to say 'hot,' but can only say *ŏ*, *ŏ*, *ŏ*.

" You may say what baby says. Make the sound very clearly as I do. Say this after me, 'When baby sees the hot lamp she says *ŏ*.'"

IV. SUGGESTIONS FOR TEACHING.

" Here is a picture of something you like to eat. Who knows what it is? Yes, it is an orange. Think of its name. Say it to yourself. Now whisper it. Now say it aloud. Now speak its first sound. Where have you heard the first sound before? Yes, when baby tried to touch the hot lamp. Mother said 'hot' and baby said *ŏ*, and *ŏ* is the first sound of 'orange.' Let us say it together — *ŏ*, *ŏ*, *ŏ*. Mary may say it. Kate may say it. Now we are ready for the *ŏ* sentence, 'When baby sees the hot lamp she says *o*, and *o* is the first sound of "orange."'

" Find the letter that stands for *ŏ*. See how many times you can find the small letter; the capital letter. Find it on the page

of your book. Find it on the board. Make it on the board; in the air. What is the new sound that we have learned?

"The letter *o* looks like a hoop. Baby's mouth is round like a hoop when she says *o*. Make your mouths round when you try to say it. I know a little girl whose name is Olive. What is her initial sound? I have brought you a picture of an ox drawing a load of hay. What is the initial sound of 'ox'? Listen to the words that I pronounce. Raise your hand when you hear the sound of *o*: 'cake,' 'cot,' 'dish,' 'shot,' 'cup,' 'noise,' 'many,' 'lot,' 'fun,' 'ox,' 'oranges,' 'off,' 'lost.'"

V. Suggestions for Seat Work.

1. Draw a picture of an orange.
2. Make ten little *o*'s on paper. Make ten capital *O*'s.
3. Find all the *o*'s in the letter boxes.

VI. Game.

Play Off and On just as one plays Simon says Thumbs Up. With "off" the children lift the hands from the desk; with "on" they clap them softly down upon the desk. After saying "off," "on," "off," "on," "off," "on," in regular rhythm for a few times omit the "off" and repeat the "on." Those who have taken their hands off are caught. Have the children say after you, "off," "on," "off," "on," "off," "on," placing their hands accordingly. Note that *ŏ* is the initial sound of "off" and "on."

The short *o* should be carefully studied by the teacher. It is often mispronounced. Do not prolong it into *aw*, nor allow the children to do so. Be careful, also, not to broaden it into the *o* which is found in horn, corn, sort, etc. Practice carefully, enunciate clearly, insist on a short, clear, staccato pronunciation of the words or syllables containing *ŏ*.

## LESSON XXIII. PAGE 31

I. PURPOSE OF THE LESSON.

Review of sounds and letters already learned.

II. CONVERSATION.

"Here are some pictures which you already know. You can tell the story about each one. Mary may be the teacher and tell the story of the second picture. What is the picture beside it? Why is it there? Who can speak 'moon' so that I will hear its first sound very plainly? Who can pronounce 'moon' slowly so that I shall hear all the sounds in it? Who will be first to tell me another word beginning with the *m* sound? Let us all say the *m* sentence together, 'The cow says *m*, and *m* is the first sound of "moon."' [Use the other pictures in the same way. Point in the pictures to the different objects.]

"Show me who makes the *m* sound. Show me who makes the *a* sound. Show me who makes the *ŏ* sound," etc. [The children find the letter as the teacher gives the sound, or give the sound as the teacher names the letter.]

This review is essential. There should be slow pronunciation, close attention, clear repetition, and constant practice, so that the word will at once suggest to the children's minds the sound and its letter.

Write on the board a column of words for each letter. Have the children see how many words they know beginning with the letter.

Use the page in as many ways as possible, accustoming the children to finding quickly on the page the thing which you ask for.

III. Suggestions for Seat Work.

1. Write in a line all the letters that you know.

2. Make a picture of a slate and write on it five words that you know.

3. Choose three initial sounds and write a word for each sound.

4. Make the picture of an open book and put a capital letter that you like on each page of the book.

IV. Game.

Stand the children in line at the back of the room. Have them observe intently. The teacher puts a letter upon the board. The children raise their hands and when called upon give a word beginning with the letter. All the children in the class repeat the initial sound three times; then the child who gave the word goes to his seat. See who will be among the first ten to get to their seats, or, if preferred, to get to the other side of the room.

## LESSON XXIV. Page 32

I. Purpose of the Lesson.

Continued review, as in previous lesson.

II. Conversation.

"Here are some more pictures which we have seen before. Point to the first picture. Put your finger on the letter beside it. Who makes the sound like the sound of this letter? Tell me the story of the picture. Find me the word that begins with *n*. Find me the picture whose name begins with this sound — *n*. Find me the word 'nest' on the page. Find me the letter *n*. Now name all the letters you can find on the page.

"I will name the letter and you may tell me its story. I will name the word and you may give me the initial sound. I will give the initial sound and you may give me the letter.

"I will name a word and you will name another word beginning with the same sound. If the word is on this page, show it to me: 'swan' ['silk'], 'moon' ['milk'], 'rat' ['rug'], 'orange' ['ox'], 'lily' ['light'], 'nest' ['nut']. Find me the capital letters on the page. Find me the small letters."

III. Suggestions for Seat Work. As in previous lesson.

IV. Game.

Louis may be *L*; Mary may be *M*. *L* and *M* may choose sides. Think of a word that begins with either *l* or *m*. Those who think of an *m* word may come to one side of the post, and those who think of an *l* word may come to the other side of the post, each one speaking the word clearly before coming. Each child puts his arms around the child in front. The two leaders take hold of hands while pulling to see which is the stronger line. Perhaps the *L*'s will win or perhaps the *M*'s will win. When the tug is over, each child goes to his seat after telling the name he had spoken.

## LESSON XXV. Page 33

I. Purpose of the Lesson.

Drill on the sounds of known letters and the recognition of type words; also review and observe final *s*.

II. Conversation.

"See all these flags on the page. I am going to see how many can read everything on these flags. Let us look at the first flag. What kind of letter do you see in the corner of it? Who can

sound the letter? What other letter is in the flag? Sound the small letter. What is the word in the flag? What is its first sound? You may make the flag on the board and put a capital letter in the corner of it. Find another flag. What is the letter in the corner of it? the little letter? Sound the little letter. Sound the big letter. What is the word in the flag?

"Find a word that you know on the page. Who can find 'moon'? Who can tell the word beneath 'moon'? What is the difference between the two words? What letter made the difference? Find 'rat' on the page. What is the word under 'rat'? What is the difference between the words? What letter made the difference? Find 'apple.' What is the word under it? Find 'orange.' What is the word under it? *S* is a fairy that changes words. I will put words on the board and you may get the fairy *S* to change them. [Use known words.]

"Find on the page the name of a girl. What is her initial?"

III. Suggestions for Seat Work.

1. Draw flags and place a capital letter in each corner.

2. Choose words and write them with and without the *s*; for example, "I have one apple. John has two apples." Change words by adding or subtracting final *s* and write them in sentences. Note that "lily" must be omitted from this exercise.

IV. Game.

One child runs out on the floor and says, "Here is a rat." The next child stands up beside her and says, "Here are two rats." Another child runs into the open space and says, "Here is a top." Another child quickly joins her and says, "Here are two tops." Whenever the pair is completed the words are written on the board, showing that the *s* is added. Have the children sound the words whenever they are not too difficult.

## LESSON XXVI. PAGE 34

I. PURPOSE OF THE LESSON.

To present and teach the letter *b* and its sound.

II. STEPS IN TEACHING. (See card and page 8.)

III. TELLING THE STORY.

"Let us see what the picture has to tell us. This is Nell's mother. I think Nell wants a drink of water. The mother has some good cold water in the water bottle. She is pouring the water from the bottle. Listen, you can hear what the water says as it bubbles out of the bottle — *b-b-b.* I wonder if any one has ever heard that sound. Listen while I say *b-b-b.* I have a bottle of water. I will pour the water out and you may listen. It is a big bottle. Hear it talk. The bubbling sound is a hard sound to make, so you may say it one at a time, close by me. Now Mary, now Kate, now John. Now say after me words that begin with the sound, and listen at the very *beginning* — 'bottle,' 'bill,' 'bed,' 'bell.' Now listen at the *end* of the words — 'rub,' 'cub,' 'stub,' 'rib.' I must be sure that every one *hears* the sound that the water makes when it runs out of the bottle. Listen, and then say after me, 'Water bubbling out of a bottle says *b*.' Find the letter. Make the sound.

"What other picture do you see? Yes, this is something we love to play with. This is the ball that will make our class famous, and we shall win many games with it. Tell me the name of the thing you see in the picture. Find me the picture of the ball. Tell me its name. Now tell me the first sound of its name. What does *b* stand for? Ball.

"Let us say together, 'Water bubbling out of a bottle says *b*, and *b* is the first sound of "ball."'

"Let me see who can wear the locket or the watch with this letter. Ben can, or Billy, or Bell, or Bertha, or Bessie, or Beth. See how many lockets we have in the class now.

IV. Suggestions for Teaching.

Be very careful in illustrating the sound of the pouring water. A big bottle with a small, long neck is best. The air must get in as the water bubbles out. Be sure you can make the sound with the bottle of water before trying it with the class.

Take great care in the slow pronunciation of letters, beginning with *b*. Do not say *buh* nor *ber*. Close the lips; begin to speak the word "bee." Make the initial sound with the lips well compressed and do not open them until the sound is finished. Have the children take great care with this.

Pronounce slowly other words beginning with *b*. Then put on the board "b all," "b ell," "b ird," "B en." Have children find the capital letter and the small letter. Ask for new words beginning with *b*. Children find the letter on the page wherever it occurs. Write the type word many times on the board. Separate the initial letter from the rest of the word. Have slow pronunciation of words beginning with *b*; ending with *b*. Guard against the wrong pronunciation.

V. Suggestions for Seat Work.

1. Find all the *b*'s in the letter boxes. Put them in a row.
2. Draw a picture of the ball and write its name under it.

VI. Game.

Try filling the water bottle and pouring the water out so that it will bubble.

## LESSON XXVII. PAGE 35

### I. PURPOSE OF THE LESSON.

Drill on the sound of *b*, and on words beginning with *b*.

### II. CONVERSATION.

"This is a picture which tells a story. Who would like to make up a story about it? Mary or John or Kate. We will choose the story that you like best. You may play that you are the boy in the picture. You are making soap bubbles. Where is your dish? What have you in it? What will you make the bubbles with? Now ready. Blow the bubble; blow hard. Let each of us blow a picture into our bubble. This boy blew a bird into one bubble. What did you blow into your bubble? Let us see how many things we can blow into our bubbles. All their names must begin with *b*. I will put the names on the board.

"The boy's name begins with *B*. What do you think his name is?

"I think the cat's name begins with *B*, too. What is her name? What is her color?"

### III. SUGGESTIONS FOR SEAT WORK.

Draw circles by tracing around a cardboard. Call them bubbles and put either a picture or a word into each bubble.

### IV. GAME.

Blow bubbles. When the pipe is nearly immersed in the water and the child blows into the pipe, the bubbles arise with a bubbling sound which suggests the *b* sound.

"Let's play" has magic in it. "Make believe" blowing bubbles, if you cannot play the real game.

## LESSON XXVIII. PAGE 36

I. PURPOSE OF THE LESSON.

Drill and review.

II. CONVERSATION.

" Here are many new pictures on this page and letters that we all know. What do you see in the first picture? Bird. Sound its name — ' b ird.' What is its initial sound? Find the capital *B*. Find the small *b*. What do you see under the picture of the bird? Is this the bell that calls us to school? Sound its name slowly. Find the capital *B*; the small *b*. Find another picture that you like. What do you see in the picture? Boy. Call his name Ben. What is in his hand? A ball; yes, and a bat. See these words, all beginning with the sound of *b*. Sound them slowly with me: ' b oy,' ' b all,' ' b at,' ' Ben.' Does any one see anything more in the picture? Yes, you have found the letter *b* on his shirt. I wish he had a letter *B* on his cap.

" Let us find all the *b*'s on the page; all the capital *B*'s; all the small *b*'s. Find me another picture. Speak it slowly — ' b ox,' ' b ox.' Find the lid of the b ox. Put your finger on the side of the b ox. What is the other picture? What a big bear! Perhaps it is a b ig, b rown b ear, or a b ig, b lack b ear.

" How many, many words begin with *b*! I think we shall know them all by and by. Who will be the first to find another letter? Tell me its sound. John may stand before the class and show us the letters that he finds. John may name the letter, and some one in the class can give a word beginning with that letter. Now let us see how many words we shall get.

" Find me the picture of something that rings in the morning. Tell me its name. Pronounce it slowly so that I shall hear the

initial sound. Find me a picture of something that sings to us in the summer mornings. Tell me its name. Pronounce it slowly. Let me hear the initial sound. Find me the picture of something you love to play with. Find me the picture of somebody who is carrying that something that we like to play with. I see a picture of something I should not like to meet in the woods. What is it? I will write on the board, 'I saw a big, black bear.' Find each one of the words that begins with *b*."

III. Suggestions to Teachers.

Make the lesson as bright and vivid as possible. Have the children working all the time. Point to the thing which the class is observing. Hold the attention to that thing. Test each child by having him point to the letters or pictures which you name. Have every sound given very clearly. Be sure that every child knows every letter on the page and can give every sound clearly.

IV. Suggestions for Seat Work.

1. Find in the letter boxes all the letters on the page or copy them in a row on the paper.
2. Draw a picture of the box, the bell, or the bird.

V. Games.

1. Play with the ball or bean bag, making the sound *b* every time one catches it.
2. Let children think of words beginning or ending with *b*. (Give the sound, not the name, of the letter here.) As fast as a child thinks of a word not previously given, he stands in line at the back of the room. See how many will join the line.

## LESSON XXIX. PAGE 37

### I. PURPOSE OF THE LESSON.

Rapid and accurate recognition of letters and rapid and accurate recall of the sounds of the letters.

### II. CONVERSATION.

"This is to be one of the best lessons we have ever had. We are going to see how many of us can finish the lesson without having to turn back one page. We shall find out how well we are remembering the sound stories and the new words.

"Here are letters marching three by three. Point to each one in the first line and give its sound. Let us go up and down the columns and give their sounds again. Point to each letter and let us say what it stands for. This one says, 'I am the letter *m* and I stand for the sound *m*.' Now let us go down the column. Who will name the letters in the first column? the next? the next?

"John may read the names of the letters in the third line. Mary may then give the sounds of the letters in the second line; Kate, in the last line, etc.

"Now who will give the sounds of the letters in the first line? in the second line? in the third line? etc. I will make a sound and you may find its letter for me. Put your finger on the letter, turn the page toward me, and name the letter.

"I will tell a story and you may find me the letter. 'The cow was calling for her little calf over in the pasture. She lifted her head and said,' etc. Find the letter. Make the sound, etc.

"Choose a letter and tell me a word beginning with the letter. Choose a sound and tell me a word beginning with the sound.

"I will put a letter on the board and you may find it in the book. John may play that he is a snake. Tell us your sound and we will all find your letter. Peter may play that he is the little calf calling for his mother. Make your sound. We will all find your letter. [And so on.] Let us see how many words we can remember that begin with the *m* sound; the *s*; the *l*. Think of a word that has the *l* sound at the end — 'fill,' 'pull,' 'will.' Think of some words that have the sound of *s* at the end." [See that every one can recall the story and the type word as well as the letter and the sound. The essential thing, however, is the quick recognition of the letter and the association of the sound with the letter.]

III. Suggestions for Seat Work.

1. Select three letters from this page and make from the letter boxes words beginning with the letters you have chosen.

2. Draw a picture of something that begins with *m*; with *a*; with *r*.

IV. Games.

1. Play Echo. Let one child stand on one side of the room and another on the other. The first child makes a sound in a loud, clear voice, and the second child echoes it softly but clearly. Then the echo may in turn give a sound and choose some one to echo it from the other side of the room, and so on until nearly every child has given a sound.

2. Guess the sounds: "I have a long neck and I swim in the water. What am I? What is my initial sound?" "I am the sound the bees make. What is it? What letter stands for it? Point to it. At the end of a word what does *s* sometimes say?"

## LESSON XXX. PAGE 38

I. PURPOSE OF THE LESSON.

Review of letters, sounds, and type words.

II. CONVERSATION.

"Here are baby's building blocks. What do you see on the blocks? How many of you have blocks with letters on them? What is the letter on the first block? Say it to me. How many *a*'s do you find on this block? Show me the capital *A*; the small *a*. Who will be first to put his finger on the capital *L*? the small *l*? the capital *M*? the small *m*? the capital *S*? the small *s*? Who will read me the names of all the letters on the front of the blocks? Now who will give me the sound of every letter on the front of the blocks? Find me the word that begins with the letter that I put on the board. What is the word? Find me the block with that letter. Give me its sound. Find me the first sound of this word — 'swan.' Find me the word. Find me the letter. Find me the block. I have chosen a block that stands for the sound the cross dog makes. Who will find it for me? I am thinking of the zebra. Find me the block with its first letter.

"Find two blocks that you could put together to make this word — 'am.' Find me three blocks that you could put together to make this word — 'Sam.'"

III. SUGGESTIONS TO TEACHERS.

Anticipating the lesson, the children might be asked to bring their blocks, or, if the teacher can easily provide blocks with letters, she will find them very useful. Have the children put the blocks together in such a way as to make words which they will recognize.

"How many blocks do you need for 'moon'? What would be on the first block? on the second? the next? the next? How many blocks would be needed for 'man'? What letter would be on the first block? the second? the third? Make the sound for each letter. Pronounce the word slowly. Take it apart. Put it together. Take it apart. Put it together."

IV. Suggestions for Seat Work.

1. Trace around a square to stand for a block and put all the letters on page 37 into the squares.

2. The words in the following list can be built with letter squares or blocks. They contain only letters already known.

| | | | |
|---|---|---|---|
| man | rob | Sam | on |
| ran | sob | Dan | Don |

3. Have children draw a train of cars, writing on each car some word which they know.

4. Copy one of the type words on the page.

V. Game.

Play that the children are blocks, each having his name. Have them build words with the blocks. Each child may wear a square representing a block with a big letter upon it. They will enjoy this game.

If there are blocks in abundance, let children play with them, gathered around a table, a group at a time. Such play should present results in words made and recognized by the children.

## LESSON XXXI. PAGE 39

I. PURPOSE OF THE LESSON.

To present and teach the letter *p* and its sound.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Did you ever see a boat on the river or the lake or the sea? How many have ever seen the ocean? How many have seen a river? How many have seen a lake? How do people travel on the water? Yes, in a boat. How do we travel on land? In a carriage, a wagon, a train, a car, and in an automobile. But on the sea we have a boat or a ship. Dan's Uncle Jack has a tugboat. The boat is not a large one, but it is very strong and very helpful. It is not afraid to go riding on the roughest water. It goes puffing out to meet the great steamships. A rope is fastened to the little tugboat and it pulls the big boat up to the wharf. Here is a big boat, which is loaded with heavy barrels. Which boat do you think is the tugboat? See the flag. See the steam. See the rope that fastens the heavy boat to the tugboat. The tugboat is working hard to pull the heavy boat to the shore. As it talks it puffs and says *p-p-p-p*. See if you can make the sound that the tugboat makes — *p-p-p*. Say with me, 'The tugboat says *p*.'"

IV. SUGGESTIONS FOR TEACHING.

"Now what is the picture below the big picture? Yes, that is a pig. Who has one at home? Who has seen one, down under the trees or behind a barn? Who knows the story of the pig? 'This little pig went to market,' etc. Find me the word 'pig.' What is its first letter? What is the sound of that letter? Say with me, 'The tugboat says *p*, and *p* is the first sound of "pig."'"

Find me the letter *p*. Make its sound. What is the tugboat's sound? What is the initial sound of 'pig'? Find it somewhere else on the page. Find it again on the page. What other letters did you find? Who will find the word 'pig'? Who will be the first to find 'pigs'? Find 'ball'; find 'balls.'" [Write the type word many times on the board, separating the initial letter from the rest of the work. Make a list of words beginning with *p*; ending with *p*. Have the children pronounce them slowly.]

IV. Suggestions for Seat Work.

1. Make a picture of a tugboat.
2. Make a picture of the pig.
3. Make a row of *p*'s, alternating with capital and small letters.
4. Find all the *p*'s in the letter boxes.
5. Make with the letters "pig," "pigs," in alternation.

V. Game.

Play being a tugboat which is bringing the heavy boat up to the shore. Certain children taking hold of hands, or linked in threes, can be the loaded barge. Four can be the tugboat, pulling the barge by a rope. All the children in the class, or the tugboat children only, can puff, making the sound *p*, while the tugboat is pulling the heavy boat to shore.

Take pains with this letter. The sound is *not* "per," nor "purr." Try to make it with a whisper, and note carefully the position of the lips. The tongue does not help.

## LESSON XXXII. PAGE 40

### I. PURPOSE OF THE LESSON.

Review and drill. Recall the sound of *p*, associating it with the letter and with the new words.

### II. CONVERSATION.

"Who remembers the tugboat story? Who will tell it? What sound does the tugboat make as it pulls the heavy boat? Mary may make it. Jack may make it, etc. What is the big fat animal with the curly tail that lives on the farm? Pig. What is its initial sound? Find the letter which stands for it. Find that initial letter on this page.

"Find the first picture on the page. Who knows what it is? What is its first sound? What letter stands for 'pear'? Find another picture that you know. How we wish we had a good, juicy peach to eat! Say the word after me, and listen hard as you hear the sound—'p each,' 'p each,' 'p each.' Every one get ready to say it and think of its first sound.

"Find another picture of something that is almost as good as the peach. Listen while we get ready to say 'p lum,' 'p lum,' 'p lum.' Think of its first sound and then say the whole word. [Not "per-lum"; but with closed lips *think* the *p*, and then speak the entire word explosively.]

"Here is something else that is so good to eat—'p ie,' 'p ie,' 'p ie.' What is its first sound? Who has another picture for us? What is its name? What is its first sound? Who has still another picture? What is its name? Find other letters on the page. Find a word that you know. Listen and tell me the sound at the end of these words—'rap,' 'tap,' 'cap,' 'rip'; now at the beginning of the word—'pan,' 'pear,' etc.

"Let us make this new letter in the air. Make it on the board. Make it on your desks. What is the first letter of 'b all'? the first letter of 'p ig'? Let us put the two letters side by side. Are they alike or different? Let us look hard at them so that we can be sure to tell which letter is *p* and which one is *b*.

"Let us make on the board words that begin with *p* and words that begin with *b*. Let us watch Mary's lips while she makes the sound of *p*. Now we will watch them while she makes the sound of *b*. I know the difference; we almost whisper when we say *p*, and we start to talk aloud when we say *b*. Puff like the tugboat. Make the first sound of 'ball.' Make the bubbling sound. Make the tugboat sound; the bubbling sound; the tugboat sound. Point to something good to eat that grows on a tree. Give me its initial sound. Point to something good to eat that mother bakes in the oven. Give me its initial sound.

III. Suggestions for Seat Work.

1. Copy the pictures of the pear, the peach, the plum, the pie.

2. Make from the letter box a row of *p*'s and then a row of *b*'s. Watch carefully to see that no mistakes are made in choosing the small letters.

IV. Games.

The children choose the character that they would represent. "I choose to be the old cow calling for her calf. I say *m*. The *m* sound is the first sound of 'moon.'"

"I choose to be the telegraph wires that shiver in the wind. My sound is *l*. It is the first sound of 'lily,'" etc.

"I choose to be the tugboat puffing across the bay. My sound is *p*. *P* is the first sound of 'pig,'" etc.

## LESSON XXXIII. PAGE 41

I. PURPOSE OF THE LESSON.

To present and teach the letter *e* and its short sound.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Who would like to go with me into the woods to cut down a tall pine tree, to be sawed into boards? Take a sharp ax, throw it over your shoulder, and we will start for the woods.

"Here we are in the woods and here is our tall, straight pine tree. Now swing your ax. We must cut down the tree. All together — one, two, three, four, five. Look out! We must not let the tree fall on us. Now it begins to go down, down, down. Hear it crash to the ground.

"Now we must cut off all its branches. We will cut it into long logs like this, with a big saw. Now what shall we do? Who knows? Yes, the log must be dragged to the mill.

"Here is the sawmill and here is the man who will saw our log into boards. It is too heavy for him to lift. These other men will help.

"They take it into the mill and set it ready for the saw. Then the great saw begins to go round; *ĕ-ĕ-ĕ* [repeat the sound], it says as it whirls about, cutting with its ragged teeth into the great log. *Ē-e-e*, screams the saw.

"Let us play that we are going to saw into the log. Now the saw goes around, around. Make your hands go like the saw.

"Find the saw in the picture. Find the man who runs the saw. Find the long log that we cut down in the woods. See the dust which is flying from the big log. Hear the saw as it screams. What does it say? It says *e-e-e*. Find the letter."

IV. Suggestions for Teaching.

Have as much action as possible in cutting down the tree, dragging it to the sawmill and making the log ready to be sawed. Let the children twirl their hands around and around, to represent the whirling saw.

"Find the other picture on the page. Who knows the name of it? What is the first sound of 'egg'? Yes, this is the sound that the saw made. Let us say together, 'The big round saw says *e*, and *e* is the first sound of "egg."' Find the letter that says *e*. Find the small letter: the capital letter. Find the word 'egg.' Find the letter that stands for its first sound.

"Who in the class has a name beginning with this sound? Ella, Emma, Edward. We must have more lockets and more watches. Who knows another word beginning with that sound?

"See if we can name every letter at the bottom of the page. Tell the sound of every letter. Find the capital *P*; the small *p*. Find the capital *O*; the small *o*. Who will be first to give me a word beginning with *ŏ*? with *p*? with *b*? with *m*? with *ĕ*?"

V. Suggestions for Seat Work.

1. Draw pictures of the tree, the ax, the egg.

2. Draw around an oval card. Place the letter *e* inside the drawing. Make rows of these ovals or egg shapes.

VI. Game.

Play lumberman, cutting down the tree, taking it to the sawmill, and cutting it into boards. Several children may be the trees in the wood and one may be a lumberman, who looks over the trees and chooses a number to be used in building his house. Afterwards a group may play sawmill.

## LESSON XXXIV. PAGE 42

I. PURPOSE OF THE LESSON.

To present and teach the letter and the sound *f*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Kitty was lying asleep in the warm sunshine. Along came Don, the dog, and pushed his moist nose into her back. Kitty jumped up quickly, arched her back, and was ready to spring at Don. She looked angry, very angry, and every hair of her soft fur seemed to stand up straight. She made the sound that cats often make when they are angry — *f-f-f*. Don ran away. He did not want to fight with a cat.

"You may say what the cross cat said. See how I say it — *f-f-f*. Can you see my teeth and my lips? Place your teeth on your lips in the same way and make the sound very clearly — *f-f-f*.

"Here are Don and Kitty in the picture. Kitty's back and tail show that she is angry. Don meant to play, but he cannot play with a cross cat. You can hear her say *f-f-f*.

"Who is sitting on the steps? What does she hear? Make the sound. Find the letter."

IV. SUGGESTIONS FOR TEACHING.

"Find another picture on the page. We all know what this is. Our flag. We love to carry it, and we love to salute it. John may come and salute our flag. Mary may hold it, and all the class may stand and salute it as John did. We say, 'Hats off!' when we see the flag.

"Let us pronounce its name very slowly and very clearly — 'f lag,' 'f lag.' What is the first sound of 'f lag'? Whose sound

is it? Yes, the sound of the cross cat. Say, after me, 'The cross cat says *f*, and *f* is the first sound of "flag."' Now find the cross-cat letter. Find the letter that stands for the initial sound of 'flag.' Make the initial sound of 'flag.' Make the cross-cat sound. Both are the same. Let us sound 'f lag' again very slowly—'f lag,' 'f lag.' Find the word again on the page.

"Now let us see if we can think of five words beginning with *f*. [The children say: "f an," "f at," "f lag," "f ly," "f lower."] Find something in the room whose name begins with *f*. I will give you a word ending with *f* and you may give me another. [The children say: "cuff," "muff," "off," "if," etc.] Let us say again, 'The cross cat says *f*, and *f* is the first sound of "flag."'"

V. Suggestions for Seat Work.

1. Write the word "flag" from the copy on the board.
2. Draw the flag.
3. Find all the *f*'s in the letter boxes and place in rows on the desk. Copy from the board words beginning with *f*.
4. Build words beginning with *f*: "for," "fan," "fans," "fob," "fell," etc.

VI. Game.

Play the cross cat and the dog. Choose children for the parts.

Play the blindfold game and let the children sound all the letters given in a line on the board. Repeat *f* oftener than the other letters. The blindfolded child makes the letters in the air, as the sound of the letter is made by the children. After making three letters, or failing one, he goes to his seat.

## LESSON XXXV. PAGE 43

### I. PURPOSE OF THE LESSON.

Review and drill.

### II. CONVERSATION.

"See the little boy in the picture, who is far away across the sea. His country is Japan. He is not an American boy; he is a Japanese boy. All day he sits curled up on a mat, making fans. The Japanese sit on the floor. They sleep on the floor, with a block of wood for a pillow. They paint very beautiful things and love to see beautiful colors. Here are some fans that the Japanese boy made.

"Sound the word 'f an,' 'f an.' Choose a fan for your own. What is the picture on your fan, Mary? Yes, all may give the name of the picture on Mary's fan. Yes, 'f ox.' Say it slowly. What is the initial sound? It is *f*. Who can tell the story that goes with that sound? 'The cross cat says *f*, and *f* is the first sound of "flag."' Yes, and it is the first sound of 'fox.' John may choose a fan. What is the picture on your fan, John? Who will pronounce the name of the picture on John's fan? Say it clearly and slowly. Who can say it? 'F rog,' 'f rog,' 'f rog.' Find another picture. What word do you find on it? That is the name of the fan itself — 'f an,' 'f an.' Who can give me all the sounds in the word, one at a time?

"What are the words at the bottom of the page? Hear the sounds in 'f an'; in 'f an s.' What sound has been added? Hear the sounds in 'f lag'; in 'f lag s.' What sound has been added? Find the small *f*; find the large *F*. Let us make some flags on the board and put words in them — words that we know, but every first sound must be different. Let us see how many fans

we can make with different words. Now let us turn back, find all our story pictures, and tell the stories that belong with them. 'When the baby sees an apple she says *a*, and *a* is the first sound of "apple,"' " etc.

III. Suggestions for Seat Work.

1. Draw fans and put the capital and small *f*'s in them. Circular fans may be made by attaching a handle (like a wooden toothpick) to a paper circle.

2. Draw flags and place *f*'s in the corner.

3. Write words beginning with *f* or build them from the letter boxes.

IV. Game.

Play that you are a boy selling fans. Tell the name of the picture on your fan, sounding the name. The name need not begin with *f*, but its initial should be one which has already been learned. The sound should be very clear.

## LESSON XXXVI. Page 44

I. Purpose of the Lesson.

Review and drill.

II. Conversation.

"See how many pictures you can find on this page — one, two, three, four, five, six, seven, eight. The child who sits straightest may tell me the story of the first picture. Kitty looks very cross in the picture. Mary sits so straight that she may tell it. Be sure that she tells it just right. Now Mary may make the sound that the cross cat makes and we will make it after her. John may put the letter on the board. We will shut our eyes while he

writes a word beginning with that sound. Now wake up and see what John has written. Who will be the first to tell the word?

"*F* is the first sound of 'f lag.' Who will find the flag for me? Find the little *f*; the large *F*; the word 'flag.' Sound the word slowly. Tell me the sound of each letter. Tell it slowly, then fast, and very clearly. [Treat other pictures in the same way.]

"See who will be first to find the picture of the water-bottle; the picture of the pig; the picture of the thing that says *e*; the picture of the thing that says *p*; the *word* that begins with *e*.

"Let us see if we can make these sounds very clearly so that every one can tell the difference — *p*, *b*, *p*, *b*, *p*, *b*. I have four words at the bottom of my page; have you? What is the first one? Show me quickly the word 'flags.' See, I am writing 'flags' on the board. Who can make it into 'flag.' Yes, that was very easy, Kate; you just rubbed off the *s*. Now who will make 'flag' into 'flags'? That is right, Louis. Louis knows what *s* will do. Who can make 'eggs' out of 'egg'? We wish we could do that at breakfast time. Who can make 'balls' out of 'ball.' We wish we could always do that. Who will be first to name every letter on the page?"

III. Suggestions for Seat Work.

1. Write in pairs words on page 44 ("flag," "flags," etc.).
2. Choose one of the letters from the page and write five words beginning with the letter.

IV. Games.

Let some one choose from the pictures on the page and dramatize the story, the children volunteering to take part.

Let each member of the class select a picture and act out the illustration of the story; then let the rest of the class guess the letter and its accompanying type word.

## LESSON XXXVII. PAGE 45

### I. PURPOSE OF THE LESSON.

Review and drill, using words and letters only, omitting pictures.

### II. SUGGESTIONS FOR TEACHING.

Enlist the interest of the children in a hard page like those that the older children study in their spelling books and readers. This is a page with words and letters and with no pictures.

Review each letter, each type word, and develop the new word containing the known letters and having the same initial as the given type word.

### III. CONVERSATION.

"This is a page of words and letters. We have to remember the pictures. Now we shall see who can name the words and letters without the pictures.

"Study the page quietly. Put your finger on every word that you know and say it quietly to yourself. Point to each separate letter and say its sound to yourself softly.

"Now who will be first to find for me the word 'apple'? Find the letter that stands for 'apple.' Find another word beginning with the same letter. Who can name the word?"

Proceed in this way with each group on the page. When all the words have been mastered call rapidly for words beginning with the given sounds. Have the children point to a word as you make the initial sound. Watch carefully to see that they point to the right words.

For added drill write on the blackboard a word to be found on the page. Let a line of children pass in review before you

with open book, the finger pointing to the word required. Great pains should be taken to observe whether every child finds the right word.

IV. GAME.

A child is chosen to stand before the class, his book open to page 45. He chooses a word on the page (let us say, "Ben"), and says to the class, "My word begins with *b*" (sounding *b*). Another child raises his hand and replies, "Your word is ball." "No," answers Number One. Another child ventures, "Your name is Ben." "Yes," answers Number One, and gives place to the one who has guessed his word.

Number Two says, "My word begins with *f*." So the game proceeds.

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A formal recitation, for review, may be made in this manner.

The first child in the class, holding his book open to page 45, points to the first word, apple, saying,

"This word is apple.
Apple begins with *ă*.
Am begins with *ă*."

The next child follows, saying,

"This word is nest.
Nest begins with *n*.
Nan begins with *N*."

After each one has recited, the exercise may be extended, thus:

"This word is moon.
Moon begins with *m*.
Map begins with *m*.
Mug, milk, money, begin with *m*."

The game will be to see who can name the greatest number of words.

## LESSON XXXVIII. PAGE 46

### I. PURPOSE OF THE LESSON.

Review of the known sounds and letters.

### II. CONVERSATION.

"This page makes us think of Christmas. Who wants to be first to tell what he sees in the picture? Every one sits straight, and everybody looks as if he wanted to tell, so that I don't know which child to ask first. Let me see; yes, Peggy sees some boxes. She thinks they look like Christmas boxes, they are tied up so nicely with red ribbons. See the pretty red ribbon bows. Who sees a box with the ribbon bow? another? another? another? Do you see on one of the boxes anything besides the bow of ribbon? Yes, pretty leaves and red berries. It is the holly we use at Christmas. Do you find another piece of holly on a box? What do you see on the Christmas tree? John has seen a candle and Peter another candle; Peggy sees a candy cane, Jack sees the ball, and Kate sees some oranges. How we wish it were Christmas!

"Now who is to have these lovely boxes? There is a name on every box, Peter says. Peter found that out, so he may tell me who is the first one to have a Christmas box. Nan, he thinks, will have a Christmas box, and Lily too; etc. Who is to have the box on the top of the pile? Let us sound his name and play that we have taken the box off. What is the first sound in his name? the last sound? Tell me another name that begins with the initial sound of Ben's name? Who will have the box that was under Ben's box? Sound 'Sam.' Tell me every sound in it very slowly and clearly. Hear me sound this name, 'N ell.' Who is to have that box? Nell. Find Nell's box.

"Find another name. What is its initial sound? its last sound? Tell me another name that has the same initial sound; another; another. Find me a name that begins with this sound, *L*. Find a name that ends with this sound, *l*. Find me a name that begins with this sound, *A*. Find me a word that has this sound in it, *ă*; another; another; another. Find me a name that has this sound in it, *e*; another; another. Peter has found a word that has the sound *ĕ* twice. Find me the capital *E* in that word; the small *e*. Where is the capital that is at the beginning of the word? Find me another name. What kind of a letter does it begin with? Find me a girl's name. Find me a boy's name; a girl's name; a boy's name." [The teacher may sound "Nell" and "Ellen," and children find the boxes having those names. The sound of *ll*, as equivalent to *l*, is introduced on page 56, and need not be drilled upon now.]

III. Suggestions for Seat Work.

1. Draw pictures of Christmas boxes and put names of children on them.

2. Build with letters from the letter boxes all the words on the page.

IV. Game.

Play Christmas. Begin to speak the name of the person who is to have a Christmas box. Simply sound the first letter of the name, and all the children whose names begin with that sound stand and come up for the boxes, speaking this way: "I am M ary; the box is for me." "I am M innie; the box is for me." "I am M ichael; the box is for me." "I am Susan," "I am Sarah," "I am Samuel," etc.

Children may choose new names instead of using their own names, if desired, thus enabling all to join the game.

## LESSON XXXIX. PAGE 47

### I. PURPOSE OF THE LESSON.

Review and drill.

### II. CONVERSATION.

"Here is such a pretty picture. What a good time we shall have with it! Who will be first to tell me all that he sees in the picture? So many, many things! What does Ben see? What does John see? What does Kate see? See if your picture shows you all that it shows me. I see a m——. Yes, it is a monkey. I see a m——. Yes, it is a man. And I see a b——. Yes, it is a boy. My boy has a b——. Yes, a bat, and a b——. Yes, a ball. I think my boy is named P——. Not Peter, not Prince; yes, Paul. In my picture is a g——. Yes, a girl. She has a ——. [And so on.]

"John, you may put your pencil on something in your picture and we will guess where your pencil is. Is it on the organ? No. Is it on the man? No. Is it on the monkey? Yes.

"Now I will put some letters on the board and you may sound the letter and then find something in the picture that begins with that sound. Now let us talk about the monkey. What is the initial sound of his name? Let us think of the things that the monkey can do. We will put the words on the board. He can dance, run, climb, beg, etc. What can the children do? You may tell me the things they can do, and I will write a list of them."

Make some sentences from the story. Have the children give the initial sound of each word, so far as they can. They may be able to give the initial sounds of words which they would not recognize by sight. This is a forward step.

III. Suggestions for Seat Work.

1. Turn back over the earlier pages of the book and write on paper all the type words.

2. Choose one letter already learned and make five words beginning with that letter.

3. Make two words that rhyme.

IV. Game.

Sing, using the vowel sounds already learned and adding consonants; as, *an*, *am*, *at*. Use the melody on page 213.

Let the children sing the melody, using monosyllables that they can sound. Let them suggest words to be sung.

Tell a story about the picture on page 47. Play hand organ, and sing and dance. Sing phonic syllables which the children need to repeat.

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This lesson indicates how any picture may be used in teaching phonics. A collection of mounted pictures, which every primary teacher possesses, may be brought into service now. Children may find in a picture objects whose names begin with a given sound, or they may name objects and give their initial sound. The object is to keep them thinking about the sounds of words which they hear, both in the lesson and out of it. The picture adds variety and interest. This exercise may be introduced at any time.

## LESSON XL. PAGE 48

### I. PURPOSE OF THE LESSON.

To accustom the children to the idea of blending sounds together through making the words "pan," "Ben," "map," etc.

### II. SUGGESTIONS FOR TEACHING.

In previous lessons the children have sounded words slowly, have separated the word into its sounds, and have brought the sounds together again. Now and then they have compared words having the same groups of sounds; as, "am" and "Sam"; "an" and "fan." Some of the children have quickly taken this hint and have made use of it. Now we take pains to impress the children with the fact that sounds are grouped and combined to make a word.

We may begin with the word "pan." Pull it apart and push it together again, as an accordion is pulled out and pushed together again, or as the parts of a telescope are drawn out and pushed in. The object is to feel that the written word is made up of separate letters, and the spoken word of separate sounds.

Have large cards with bold letters painted upon them. Three children are chosen to wear the letters *p*, *a*, *n*. They stand in the floor, facing the class, one at each side of the room and one in the middle, all in a row. The teacher stands behind the class, facing these children. The class sounds the letters in order, clearly and slowly and separately, *p*, *a*, *n*. The children come nearer together; the letters are sounded a little faster. The children approach nearer yet; the class sound the letters still faster. Then the children stand close together, and the class unite the sounds into "pan," "pan." Substitute *f* for *p* and have another child take the place of the one who stood for *p*. Change

*a* to *e* and repeat the game. Then turn to the page, saying, "We will blend *f a n* into 'fan.'" Have the children read the three lines. Proceed in the same way with the other words on the page, keeping up the interest by using cards and having the children act the blending. Turn from the book to the board and blend other words.

Impress the idea clearly that written words are made up of letters and that spoken words are made up of sounds. *Exactly as they can see all the letters of the written word they can hear all the sounds of the spoken word, if they listen carefully.*

Test the children by speaking slowly words which they may immediately write upon the board. Note that this is not only blending, but it is immediately associated with spelling.

IV. Suggestions for Seat Work.

Let the children copy with letters from the letter box, or in writing, groups of words used on page 48.

V. Game.

Play the game of blending, as indicated in the lesson. Let a group of children choose the word from a phonic list made by the teacher. The class must recognize the letters, speak each sound clearly, and blend the sounds into a word. Let one group after another choose the word to be represented. Have ready upon large sheets of stiff paper or cardboard all the letters already learned, three or more cards for each letter.

## LESSON XLI. PAGE 49

I. PURPOSE OF THE LESSON.

To present and teach the phonogram *ch* and the sound of *ch*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"Dick and Dan were two boys who lived in a big city. They lived in a brick house on a wide street. All the other houses on the street were of brick and were built close together. They had no trees and no garden and no yard to play in. They went to school in a big brick schoolhouse and the yard was paved with brick.

"One day their father said: 'Boys, what do you think? I have a surprise for you. We are going a long, long way to see Aunt Kate, who lives up in the hill country. We shall start to-morrow and ride all day and all night and all the next day; then we shall get to Aunt Kate's.'

"In the picture you can see the train which carried Dick and Dan into the hill country. You can see the hills in the picture. You can see the tall trees, looking like tents. You can see the little house on the hill; perhaps it is Aunt Kate's house. See the engine that draws the train. How fast it is going! As it goes it says *ch-ch-ch*. See if you can make the sound that the engine makes. As Dick and Dan sat in the car they could hear the engine all the time, just as regularly as you can hear your heartbeats, saying *ch-ch-ch*.

"Find the letters that stand for the sound the engine makes. How many letters are there? One of them is a tall letter that looks like the smokestack of the engine. The letters under the picture almost look like three engines in a row. Find the letters

that stand for the sound the engine makes. Every time you find the letters make the sound *ch-ch-ch.*

"Who sees another picture upon the page? What is it? Does it look like the church that you know, Kate? Or the church that you know, Mary? Listen while I say 'ch ur ch.' What is the first sound of 'church'? What is the last sound? It is *ch.* Find the two letters that 'church' begins with. Find the letters that stand for the sound the engine makes.

"Now say after me, 'The engine when it goes says *ch*, and *ch* is the first sound of "church."' How many letters does it take to make the sound *ch*? See if you can find the letters on the board. Find them again in your book. How many times do you find them in the word 'church'? Who can find another word beginning with *ch*? Tell all the sounds in the word. What are the letters above this word? What are their sounds?

"See how many times you can find *ch* on this page. We will write it on the board as often as you find it and then count to see how many times we have written it."

IV. Suggestions for Teaching.

After telling the story and teaching the phonogram have two children, a short and a tall one, stand together to represent the sound. Ask them to make the sound together. Place ten children in a row, pretending that they are a train of cars. Let one child be the engine and make the sound as the children move about the room, sometimes slowly and sometimes fast. Or let the train move about the room and let the children in their seats make the sound as it moves.

Have children find the phonogram in words upon the board, as "church," "chair," "chin," "chop"; pronounce words having *ch* as the final sound — "rich," "such," "much," "punch"; build words containing the sound.

V. Suggestions for Seat Work.

1. Draw a picture of engine and cars.
2. Draw a picture of a church.
3. Write a row of *ch*'s.
4. Build the word "church," using the letter boxes.
5. Build other words containing the phonogram *ch*, copying them from the board.

VI. Games.

1. Dramatize the story of Dan and Dick. Let some tall children represent the hills, others the trees; build a train having an engine. Let two boys represent Dan and Dick, while a tall boy may be the father.

2. Let the children clap their hands upon the desk: right, left, both; right, left, both, making the sound *ch* as they clap — *ch-ch-ch-ch-ch-ch.*

## LESSON XLII. Page 50

I. Purpose of the Lesson.

Review of phonogram *ch* with added drill in making the sound and recognizing the phonogram. Build words containing the phonogram.

II. Conversation.

"Here we have a new page in pretty colors. Every one likes bright colors. The girls wear bright ribbons and the boys colored neckties. The flowers wear bright colors. We shall enjoy this pretty page. Let us see what it has to tell us.

"Who will find the first picture? Who can tell the name of it? Tell it very clearly, so that every one can hear. Now tell it again, stopping with the first sound. What is the first sound?

All make it. Who can put the phonogram on the board? We know that *ch* is the first sound of 'church.' What else do we know? Yes, *ch* is the first sound of 'chair.' Who will find a new picture? Who will be first to tell me its name? Who will be first to tell me its first sound? Tell me three names that begin with this sound. ["Church," "cherry," "chair."] Mary may find another picture and tell me what it is. What has Mary found, children? You may speak the name together, 'ch icken.' What is the first sound? Find the phonogram. Recite the story that belongs with it. 'The engine when it goes says *ch*, and *ch* is the first sound of "church."'

"Here is another picture. Who knows what it is? Speak the name clearly and slowly — 'ch ain,' 'ch ain.' Now speak its first sound. Find the phonogram. The next is a pretty picture. Find it for me. Tell me what you see in the picture. Speak the first sound. Look all over the page and see how many times you find this phonogram. [Make it on the board.] Find it with the capital letter. Find it with the small letter. Find it at the beginning of a word. Find it at the end of a word.

"The other day we put sounds together to make words of them; let us do it again. Tell me the sound of this letter — *a*; of this — *p*. Who will put them together? Let us all say it together — *ap*, *ap*, *ap*. Find the phonogram; sound it. Find it again; sound it. Now see if you can sound the word under the phonogram — 'chap,' 'chap.'"

Cover *ch* and have the children sound the final phonogram; cover *ap* and have them sound the initial phonogram. Then pronounce the whole word. In the same way sound "chaps." Lead them to recognize the phonogram in each word and to see that they add *s* to make "chap" into "chaps." In the same way teach the *op* group.

III. Suggestions for Teaching.

Call upon individuals; do not trust to concert recitation. Expect clear enunciation. Exaggerate the position of the lips in making *ch-ch.* Show the children how the sound is made. Ask one after another to stand up before the class, and make the sound.

Have words beginning with *ch* written on different parts of the board, to be found by the children. Have words written on slips of paper and laid upon the desks where children may find those beginning with *ch.*

IV. Suggestions for Seat Work.

1. Draw pictures of the cherry, the chair, the chain, and the chicken. Write the phonogram *ch* underneath the picture.

2. Build from the letter boxes the *ap* group or the *op* group.

3. Place in a row all the letters whose sounds are recognized. If this is done, test accuracy by asking children to point to the letters and to make the sound of each one.

V. Games.

Guess names. One child says: "I am something to eat. I begin with *ch.*" The one who guesses "cherry" stands and says: "I run about and pick up bits of corn. I am covered with feathers." Children guess "chicken," and the one who guesses first has the next turn. "My mother takes care of me. She feeds me and dresses me." The one who guesses "child" continues the game. At the beginning the teacher may give the descriptions and let the children guess.

Play choosing a picture. Teacher says, holding her book open before the class, "I have chosen a picture; my finger is on it. See if you can sound the name of the picture." Children reply by slow sounding of the word "chair," etc.

## LESSON XLIII. PAGE 51

I. PURPOSE OF THE LESSON.

To present and teach the sound of *sh*.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

" Baby is asleep. She has been crying and now she is sleeping so quietly. Dorothy wants to tell her mother something. She comes up the stairs, calling, ' Mother, mother, may I go out to play with Kate? ' As she comes into the room her mother puts her finger upon her lips and whispers, ' You must not wake baby. *Sh-sh-sh.*' Put your fingers on your lips and make the hush sound. It takes two letters to make this sound. Find them in the picture. Make the sound. It is the sound that mother makes when she wants Dorothy to be quiet and not wake baby. When baby is asleep mother says *sh-sh-sh*. Find the letters that stand for the sound. Make the sound.

" What is the other picture? One day I went down to the seashore and found so many pretty pink and white shells lying on the sand, all wet with the sea water. How many have ever found shells at the shore? I put the shell to my ear and it sounded as if the sea was talking. Say ' sh ell ' as I say it — ' sh ell,' ' sh ell.' What is the first sound? Point to the word ' shell.' Find the letters that stand for the first sound. Let us say together, ' Mother says *sh* when baby is asleep, and *sh* is the first sound of " shell." ' "

IV. SUGGESTIONS FOR TEACHING.

Set before the class a large cardboard containing the phonogram. Let them recognize that it takes two children to represent

the sound in building words, when the children stand for letters. Have the two that stand for *sh* take hold of hands.

"These letters make the hush sound. They tell us to be quiet. Sound these words after me: 'sh all,' 'sh am,' 'sh ip,' 'sh eep,' 'sh op.' I will put the words on the board. What is the first sound of each word?

"Sound these words for me as I write them on the board: 'a sh,' 'fi sh,' 'ra sh,' 'la sh,' 'sa sh.' Now I will cut these words in two. What is the last sound? Make it as I point.

"When the big steamboat with its side wheels splashes in the water it makes this sound, *swish*. Let us say it together. Move one hand and then the other as if you were the steamboat, around and around, and let us make the sound as we move — *swish, swish, swish.*"

Let the children clap to the sound of *sh*; or, as they hear the sound, let them tap on their desks and say it. Action in connection with the sound helps to increase interest and at the same time helps to fix the sound.

V. Suggestions for Seat Work.

Copy a list of words beginning with *sh*; ending with *sh*.

VI. Games.

Dramatize the story of Dorothy.

Play Steamboat, marching around the room, whirling the arms like the side wheels, and saying *swish, swish, swish*. Then say, as the boat goes more slowly, *sh-sh-sh-sh*, letting the sound die away as the boat stops.

## LESSON XLIV. PAGE 52

### I. PURPOSE OF THE LESSON.

Review of the sound *sh* with added drill.

### II. SUGGESTIONS FOR TEACHING.

Have the children repeat the key sentence, reviewing the story of Dorothy, baby, and the mother. Have them make the sound with the finger on the lips.

Associate the sound with the pictures on the page. Find and talk about the different pictures.

"I see something that eats grass and lives in the pasture. What is it? Who has ever seen the sheep with its soft wool? Say the name slowly. What is the first sound? I see something that sails upon the water. Say its name. Sound it slowly. What is its first sound? I see something that swims in the water. What is it? Sound its name. Speak the last sound. Find the letters that stand for the sound. I see something that we see on the table when we have dinner. What is it? Sound the word 'dish.' What is the last sound? Sound it. Find the letters that stand for it. Say this after me: 'f i sh,' 'd i sh,' 'f i sh,' 'd i sh.' Say this: 'I am coming to dinner. See the big fish that lies in the dish.' 'Fish' rhymes with 'dish.' Think of another rhyme. All these words that rhyme have *sh* at the end: 'fish,' 'dish,' 'wish,' 'swish.' There is another picture on the page. Who knows it? Sound the word. Tell the first sound. Find the letters that stand for it. Pronounce all the words after me, separating the *sh* from the rest of the word: 'sh eep,' 'fi sh,' 'di sh,' 'sh ell.' Find the picture of something that ends in *sh*; something that begins with *sh*. Mary may find the shell on the page. Jack may find the word 'shell.' Find the shell. Find the word

'shell.' Yesterday I saw a blacksmith working in his shop. On the other side of the street was another shop. We saw two shops. Find the word 'shop'; find 'shops.' Listen as we sound both words: 'sh op,' 'sh ops.'"

*Ch* and *sh* are important phonograms. They are found in a great number of words. Both sounds lend themselves easily to dramatization. Children love to play engine. They will also catch the spirit of the *sh* sound. Playing the "Hush" Story or the Steamboat will give opportunity for action. Frequently repeat the key sentence, "Mother says *sh* when baby is asleep, and *sh* is the first sound of 'shell.'"

III. Suggestions for Seat Work.

Build with letters "hush" and "shell."

IV. Game.

Play Steamboat either by running around the room, waving the arms and saying *swish*, or as follows:

Children sit upright, hold elbows down, hands up with fists closed. Lift the right elbow, say *sh* violently, at the same time planting the right elbow on the desk, making a thump. Say *ash*, thumping the left elbow. Say *osh*, bringing down both hands flat upon the desk, crossing the hands as they come down. This can be repeated slowly, gaining in speed as the play goes on, until there is a rapid sound like the moving of the steamboat — *ish, ash, osh; ish, ash, osh; ish, ash, osh.* The vigor and interest of the game intensify the attention to the sound and help to master it. Be sure to tie the game to the *sh* sound now. Later it can stand for the related phonograms, *ish, ash, osh.*

## LESSON XLV. PAGE 53

### I. PURPOSE OF THE LESSON.

Review of the letters and sounds already learned. Repetition of type words.

### II. STEPS IN THE REVIEW LESSON.

1. Have children find and name each letter, distinguishing the small letter from the capital.

2. Make the sound and let the children find the letter.

3. Make the letter upon the board. Have children find it in the book and make the sound.

4. Let children write upon the board a word beginning with the given sound.

5. The teacher makes the sound; the children put the capital letter upon the board.

6. The teacher writes the small letter upon the board; the children give the sound.

7. Ask for the key sentence associated with each letter—"The cow says *m*, and *m* is the first sound of 'moon,'" etc.

8. Find and name the type words as the teacher calls for them.

9. Build "man," separating it into the initial and the phonogram. Make other words, using the same final phonogram with different initials—"ram," "fan," "pan," etc.

10. Add *s* to the type words and have children recognize and pronounce them.

### III. SUGGESTIONS FOR TEACHING.

Have lockets or watches for the children to wear. Let them choose them according to their names. "This is my locket, for

my name is Mary. It is my initial sound, *m*." "This is my locket, for my name is Ruth and my initial sound is *r*." "This is my watch, for this is my initial sound, *b*." If any letters remain, have children invent a name to fit and so wear the watch or locket.

"Listen as I begin to speak some one's name. Tell me whose name I am going to pronounce. [Give the initial sound.] Put your heads on the desk and listen. Tell me the first sound of the word that I speak: 'Ellen,' 'Frank,' 'baby,' 'Polly,' 'Nellie,' 'Lucy,' 'Charles,' 'Zenas.'

"Tell me slowly the answer to my questions. One night I walked home after dark. The sky was very beautiful. When I looked up I saw the stars and the ——. [Children sound "moon."] One Saturday I walked into the park. On the pond I saw a beautiful white ——. [Children sound "swan."] Some soldiers marched by me yesterday, carrying a ——." [Children supply "flag" and sound it slowly. Make stories to fit each word in the review.]

"Look at the straight rows of soldier letters on the page. They stand side by side in straight rows. Touch each soldier letter and make him give his sound. Tell them across the page and then down the rows. Let me see who can give me the name of each soldier.

"Play that the words are soldiers too. Give me the name of each one. Who is captain of the first row? second row? third row?"

IV. Suggestions for Seat Work.

1. Find in the letter boxes the small letters and capitals already known.

2. Draw the picture of something named on the page, and write its name below the picture.

V. GAME.

Choose two captains. Let each captain choose soldiers to march in his line. As each soldier asks to be chosen he gives his name or the initial sound of his name. Each captain chooses in turn, but takes no one who cannot give his initial sound clearly and correctly. Both lines are permitted to march around the room. Children who are accustomed to hearing sounds clearly can repeat the initial sound of any name by this time.

## LESSON XLVI. PAGE 54

I. PURPOSE OF THE LESSON.

Review and drill of letters and phonograms.

II. SUGGESTIONS FOR TEACHING.

Make much of the pictures. Let children suggest all they see in each one. Recite the key sentence. Recall the type word. Find the letter or phonogram. Make the sound clearly. Let each child select a picture and tell its story; then speak or make the sound. As the child gives the sound the teacher writes the associated letter or phonogram upon the board.

Let each child select a word to sound slowly and pronounce.

III. CONVERSATION.

"Look at the pictures and choose the one that you like best. Without saying anything John may play the thing he has chosen. Guess what he is. Yes, he is the steam engine. What sound shall he make? *Ch-ch.* John, you may take three boys to be in your train and may run around the room, making your sound. Mary, Kate, and Susan may put the letters that stand for the sound upon the board. What is the word that belongs with *ch*?

Yes, the type word is 'church.' Who will recite the key sentence? 'The engine when it goes says *ch*, and *ch* is the first sound of "church."'

"We knew what picture John had chosen. What girl wants to choose a picture and play it? Who guesses what Rose is playing? Yes, she is asking Dorothy to be quiet while baby is asleep. What letters shall we write upon the board, to stand for this sound? Kate may write them. What is the type word? Who can sound 'shell'? Sound each letter in the words at the bottom of the page. Who will put them upon the board? Let us say them together, first slowly, and then fast. Who can think of another word that begins with *f*? with *m*? with *sh*? with *b*?"

IV. Suggestions for Seat Work.

Select from the letter boxes the letters and phonograms that are on the page. Build the words at the bottom of the page.

V. Game.

Choose different children to make up trains. Have one train after another — some slow freight trains, stopping and starting again; some rapid express trains; etc.

## LESSON XLVII. PAGE 55

### I. PURPOSE OF THE LESSON.

Review of type pictures and associated sounds.
Practice in blending known sounds.

### II. SUGGESTIONS FOR TEACHING.

The emphasis thus far has been placed upon initial or final sounds. Children are now led to tie together, or blend, the sounds which they already know.

This is an important step. Make much of it. Lead the children to combine the words readily and to recognize the combination. Urge others to name the words after they are sounded.

### III. CONVERSATION.

"Choose a picture. What is your picture, John? Sound the word. What is its first sound? What is its *initial* sound? Name a child in the room who has that initial. [Use the other pictures in the same way.]

"Point to words at the bottom of the page. What is the first letter in each word that you find? Let us sound these first letters together — *R*, *M*, *B*, *F*, *S*, *L*. Each word is the name of some child. What kind of letter do we have at the beginning of each word? Children's names always begin with capital letters. Let us see if we know every sound in the first name. Sound it very slowly — 'R o b.' See, I have put the letters on the board, a long way apart, so that we may pronounce them slowly — 'R o b.' Who knows the name of the boy? Yes, it is Rob. We have found it for ourselves." [In the same way sound the other names, excepting Lily. Add other similar names that are easy to build.]

IV. Suggestions for Seat Work.

1. Build from the letter boxes the names at the bottom of the page. Be sure that the first letter is a capital letter.

2. Draw pictures chosen from those on page 55. Write the type word beneath the picture.

V. Game.

Review of the known sounds. The children are to march, joining the line as they are called. Have all the known letters on the board. Point to a letter. Ask some children to give the type word, others to give the sound, others to give the key sentence. After each child recites he joins the line. Later let the children skip or fly around the room, calling them the flying sounds or the bird sounds.

## LESSON XLVIII. Page 56

I. Purpose of the Lesson.

To present the sound of *ll* and *ss*, with added drill in separating words into their sounds.

II. Suggestions for Teaching.

1. Have the children find on the page all the familiar letters and words. Observe the pictures of the lily. There are two pictures, each represented by its initial, *l*. The two swans are represented by their initials.

2. Refer to the double *l* and double *s*, or, if the term "double" is not used, the *ll* (repeated) and the *ss*.

3. Ask children to listen as you sound orally the word "b e ll." Linger on the last sound. Have them note and repeat the three

sounds. Ask for the last sound. Show that it is represented by the two *l*'s. The double *l* has the same sound as the single *l*.

4. Separate into their sounds all the words on the page containing the double *l*.

5. Present the *ss* in "l o ss" just as *ll* was presented in "b e ll."

6. Show that double *s* has the same sound value as the single *s*.

7. Drill on the words containing *ss*.

8. Have children choose and name various words upon the page.

III. Suggestions for Seat Work.

1. Build from the letter boxes three words containing *ll* and three words containing *ss*. Build them with the book open to page 56.

2. Write five times, in an even row, each letter already learned.

IV. Game.

Choose two girls of the same height to represent double *s*. Let them stand with their arms around each other's waist. They hold this position, while other children, representing other letters, stand beside them to build the words on page 56. Two taller boys, placing their hands on each other's shoulders, represent double *l*. The words containing *ll* may be built in the same way.

For this and for similar games it is well to have large squares of cardboard with the letter painted boldly upon each. A single alphabet will not suffice, for many letters will need to be repeated in a given word, as in the case of double *l* and double *s*.

## LESSON XLIX. PAGE 57

I. PURPOSE OF THE LESSON.

Review and drill.

II. SUGGESTIONS FOR TEACHING.

The purpose is to present the old lesson in a new form. Variety prevents dullness, while the repetition keeps the sound in mind.

Play that these pictures are leaves from a child's picture book. Children find each page and tell what they see upon it. Ask them for the story associated with the picture; the sound; the type word. Write the type words upon the board and have them recognized, then found in the book. Call for words beginning with the given sound. Let children choose a sound and give a word containing it. Think of as many words as possible beginning with *ch*, with *sh*, with *e*, etc., and place them upon the board. In doing this it need not matter that the children do not know all the sounds of the word. If they recognize the initial, that will be enough at this stage. In reading the words in the column the children may give the initial sound and the teacher the last sound. Thus the sounds of the word can be combined into the complete word. If the children are not both sure and quick in recognizing the sound and letter, give added drill of this sort.

The teacher should not forget that the training of the ear is just as essential as the training of the eye. In this it will not be necessary to limit the exercises to known phonograms. In reviewing the lesson see that the children give the sound of the letter or phonogram connecting it with the corresponding type word.

III. CONVERSATION.

" Mary had a picture book. She had read it so much, and baby had played with it so much, that the covers were torn and the pages were loose. Here are some of the pictures. How many are there? Who wants to tell something about the first picture? What is the sound that the big round saw makes? Who can give the key sentence for that sound? Let us recite together the key sentence: 'The big round saw says *e*, and *e* is the first sound of " egg." ' Find the letter that stands for the sound. Find the word 'egg.' Find the letter that belongs to the story. Tell the sound that begins the word 'egg.' Who in the class has that sound for his initial? *E* stands for 'egg' and *E* stands for 'Emily.' *E* begins 'egg' and *E* begins 'Emily.'

" The tugboat is pulling the big barge up to the wharf. It says *p-p-p*. Find the tugboat on this page. Find the letter that stands for the sound it makes. Show me the tugboat. John may be the tugboat, and Kate, Mary, Dick, and Ned may be the barge. Take hold of hands and hold back as John pulls. That is hard work for the little tugboat. Hear him say *p-p-p*. You may all say the sound as he tugs his barge to the shore.

" Who wants to be the engine in a train that is carrying coal to the city? The long train is climbing a hill and you can hear the engine a long way. It is a long train and we shall need a great many boys. As the engine pulls the load up the hill it will say something. You may all say it together — *ch-ch-ch*. Now the train may climb the hill while the children make the sound.

" Find the letters that stand for the sound. Find the word that begins with the sound. Recite the key sentence: 'The engine when it goes says *ch*, and *ch* is the first sound of " church." ' "

[In the same way review *sh* and *b*.]

IV. Suggestions for Seat Work.

Make from letter boxes the type words on the page and write the initial five times. It is well to have the children frequently copy from the pages of the book, thus learning to use a book.

V. Game.

Play train, or tugboat, or sawmill.

## LESSON L. Page 58

I. Purpose of the Lesson.

Review and added drill, especially to have the children quickly connect the letter and sound without the intervention of the picture or the type word.

II. Conversation.

"Here are children making words out of letters. They are the very letters that we know. If I should ask the name of any child in the class, could you tell me his name without stopping to think? Suppose we try. Tell me the name of this boy? this girl? that boy? that girl?

"You are quick as a flash. You know all your class friends and their names. Let us see if you know these letters and their sounds just as well. Find in the picture this letter which I am making on the board. Give me its sound. See if you can say it just as quickly as when you told me the children's names. Find the letters that like to stand side by side — *ch*, *sh*, *ll*. Here are three letters that like to stand together — *ell*. Sound them. Sound them together. Sound them separately. Let us find them on the page — 'sh ell,' 'b ell,' 'f ell,' 's ell.'

III. Suggestions for Teaching.

Proceed in the same way with the other letters and the other words.

If any child has difficulty in quickly naming the sound represented by the letter, turn back to the page where the story is told and give the child a brief review. Immediate and definite instruction at this point will prevent the child from drifting through the exercises without seeing or hearing. Sometimes expect other children to find the required page for the child who halts or fails. It will often happen that a child helper will serve better than the teacher herself in such emergencies. The exercise is profitable both to the little teacher and to the child who is taught.

Consider the work well done only when the children respond promptly, giving the proper sound or the letter whenever it is called for.

From the cards which the teacher has on her desk or has placed about the room let the children choose the letters which are found in the picture. Take letters from the letter boxes and put them together to form the words given on the page. Dictate to the children letters to be put into a given word. Sound the letters. Observe in each column of words the letters which are common to all words: *ell*, *en*, *op*, *ap*. Place before the phonograms when written upon the board the letters as called for by the class. Have cards containing the letters which can be placed before the phonogram and which can be replaced as the children call for a new initial sound.

Attend carefully to the plurals. Make a story to suggest "more than one." "Rob wanted an egg for breakfast. His mother brought two eggs. She said they were little ones." "I have an apple and Kate has two apples. Together we have three

apples. Find 'apple.' Find 'apples.'" "Paul brought an orange to school and Mary brought an orange. They put both oranges on my desk until recess. Find 'orange.' Find 'oranges' and then give the initial sound. Find the letter that makes 'orange' into 'oranges.'

"Find the letter that makes 'shop' into 'shops.' Find the letter that makes 'egg' into 'eggs.'"

IV. Suggestion for Seat Work.

Copy one of the columns with letters from the letter boxes or in writing.

V. Game.

Have the children respond immediately when the initial of one's name is called. Teacher points to several letters on the board. If she touches an *L*, all the children whose names begin with *L* stand, give the sound of *L*, and run to the back of the room. If they fail to respond at once, they must keep their seats throughout the game. With *M* all the *M*'s stand. With *P* all the *P*'s stand. If the letter has not been taught thus far, the teacher may sound it instead of pointing to it, and the children run as before.

## LESSON LI. PAGE 59

I. PURPOSE OF THE LESSON.

To present the letter *t* and to teach the sound of *t*.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"Little Dick was sitting on his father's knee. His head was resting against him and he heard *t-t*. He did not understand what it could be, and said: 'Father, there is something alive in your pocket. I hear it talking. It says *t-t-t*.'

"Father took his watch from his pocket, placed it softly against the boy's ear. Dick heard its voice saying *t-t-t*.

"Play that each of you has a watch in your hand. Are you ready? Hold it against your ear. Tell what it says.

"Just touch your tongue lightly to the top of your mouth and take it away quickly, as you speak the sound.

"Say it softly, and tap lightly on your desk at the same time. Let us say together, 'The watch says *t-t-t*.'"

IV. SUGGESTIONS FOR TEACHING.

The *t* sound, or watch sound, is easily remembered. After the *t* sound has been associated with the ticking of the watch the class may listen to the ticking of the school clock. They may stand, swinging their arms back and forth, saying *tick*, *tock*, *tick*, *tock*, *tick*, *tock*. The *t* is the initial sound of *tick* and *tock*, and the children will love the rhythmic motion.

Sound slowly "t op," "t in," "t en," "t ent," "t ick," "T om." Call for the initial sound. Sound "r at," "c at," "n ut." Ask for the last sound in each word. Ask children to name words beginning with the *t* sound; ending with the *t* sound.

V. Suggestions for Seat Work.

1. Draw a picture of the top.
2. Build the words "top" and "Tom."
3. Copy in script the words "top" and "Tom" from the board.

VI. Game.

Play the clock game, standing very tall and straight. Hold the arms out in front and swing them stiffly back and forth, saying — *tick, tock, tick, tock.*

Then play that you have a watch, showing it to others, who listen to hear it tick, saying *t-t-t.*

## LESSON LII. Page 60

I. Purpose of the Lesson.

Practice in blending sounds into words.

II. Suggestions for Teaching.

To secure the blend is the principal object of this lesson. Let the picture first suggest the word to be studied. Begin by slow pronunciation. Put the first letter or letters at one end of the board, the final letter at the other end, the vowel in the middle. The sounds are given very slowly. The letters are next written nearer together and the repetition is more rapid. Go on until five or six repetitions have been made. The letters approach each other until the word is written as a whole and they are sounded together. After doing this on the blackboard repeat on the page with each of the given words.

III. Conversation.

"Find a picture which shows what kitty likes. Sound the word. Give the first sound; the last sound. Give the sound of

the first letter; the sound of the last two letters together. Here is a big trap. I think it must be made to catch a bear or a fox that has been stealing chickens. Find the picture of the trap. Sound the word — 't r ap.' What is the first sound? Sound the word slowly. Speak it slowly. Speak it quickly. Sound it again. Now slow; now fast; slow, fast; slow, fast.

"Here is a tent for the children to play in. What fun to play in it on hot summer days! Mary and Jane have their tea parties. there. Tom wants to sleep there every night. Let us give all the sounds in tent — 't e n t.'"

Proceed in the same way with "rat." The teacher sounds words slowly and the children repeat them after her. The sounds need not be confined to those already known. The object is to train the ear and the attention. If the complete analysis is indicated on the board, only known sounds should be represented.

IV. Suggestions for Seat Work.

Build words with letters from the letter boxes or copy from the book the picture of the rat, the trap, the tent.

V. Game.

Children in turn choose other children to make a word. An initial is selected by the teacher, in this manner:

"Tom, you may stand for your initial. Choose enough other children to make a word. Have them sound it together."

The children stand in a row. Tom chooses three others and they represent in order, going down the line, beginning with Tom, "t r a p." After they have said the sounds, they stand far apart, repeating the sounds slowly, then come nearer together. They finally come very close together and sound the word as a whole. Children in the room repeat the word, sounding the separate letters.

## LESSON LIII. PAGE 61

### I. PURPOSE OF THE LESSON.

To emphasize uniting and blending the separate sounds into complete words, and separating a word into its sounds.

### II. STEPS IN TEACHING THE BLEND.

1. Place upon the board the separate letters *N*, *a*, *t*. Let a child who hears correctly pronounce the sound of each letter as you point. Write the letters a bit nearer together and repeat the separate sounds. Diminish the spaces between the letters until they stand as a single word. The child should pronounce the sounds more and more rapidly until they are naturally blended or combined into the recognized word, "Nat." Then take the sounds apart. (The words, as written on the blackboard, appear in the form of an hourglass.)

N a t
N a t
N a t
N a t
Nat
N a t
N a t
N a t
N a t

2. The important thing is to lead the child to recognize that the separate sounds are combined into a word and that this word may be again separated into its sounds. Note, too, that each letter in the word stands for a sound.

3. Turn to the book (page 61) and repeat the exercises from the book instead of from the blackboard.

4. Ask children to volunteer to blend another group of letters into its word and to separate the word into its sounds. Continue until every child gets the idea of blending and separation.

### III. PRESENTING THE BLEND.

Heretofore the children have had many exercises in slow pronunciation, the purpose being to train the ear to attend to the separate sounds. We must now *impress* the fact that a word is

made up of separate sounds. In this lesson the sounds are drawn together, as it were, until they are recognized as a word. Then the word is separated into its recognized sounds.

This may be indicated by spreading the fingers far apart, each finger representing a separate sound. As the sounds are made more rapidly the fingers are drawn nearer and nearer together, until they represent the spoken word.

In presenting the blend point to each letter, having an individual or the class give the sound as you point. Do this several times, increasing the speed with each repetition, until the blend is reached and the word is clearly pronounced.

The exercises may be reversed, separating a word into its sounds, and then blending the sounds together again. It is like pulling out an accordion and closing it again.

This is an exceedingly important lesson. It should be repeated again and again, from day to day, until the children have no hesitation in separating the known words into their several sounds.

IV. Suggestions for Teaching.

"Here are rows of letters standing side by side. If we could move them closer to each other, they would form words.

"Let us sound these letters and see what these words would be. Place your finger on each letter and give the sound. Move your finger faster from letter to letter and give the sounds faster. What word have you made? Try the next row. Sound each row in turn and see what words you can make.

"Choose a row of letters that begins with *c*; capital *N*; *f*; *r*. Find a row that has *s* at the end. What word can you make? Find another row that has an *s* at the end. Give the word. Point to the letter that stands in the middle. Give its sound.

"One row of letters gives a girl's name. Find it. What is the name? What kind of an initial letter has it? Why? Here

are some letters which are standing closer together. What words do they make? Choose any word you wish. Sound it.

V. Suggestions for Seat Work.

1. Copy from the letter boxes the words in the first column.
2. Build a list of words that rhyme: as, "tan," "pan," "ran."

VI. Game.

Let three children play the blend, standing in a row, widely separated. The teacher names the sounds. As she repeats the sounds more rapidly the children approach each other, until, when the word is pronounced, they come close together. At the teacher's signal they separate again, and some one is asked to speak the separate sounds of the word.

In this way the building or blending of a word is dramatized.

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The children now know many letters. They are able by means of slow pronunciation to separate many spoken words into their phonetic parts. They are also learning that these sounds may be united to make a word. *Marked attention* should be given to this new piece of work. The power of analyzing a word into its sounds is the key to success in reading. Hereafter *every lesson* should include some exercises in the analysis of spoken words and in the blending of separate sounds. Gradually the grouped letters, or phonograms, will become as familiar as the separate letters, and the children should be taught to recognize them in new words. Every new word should first be scrutinized in search of some familiar letter or phonogram. Have the children see as much as possible in every new word before any help is given. By this means their knowledge will be brought into use, and it will become possible for them to learn many new words without help. These exercises will develop confidence.

## LESSON LIV. PAGE 62

I. PURPOSE OF THE LESSON.

To present and teach the letter *i* and its short sound.

II. STEPS IN TEACHING THE SOUND. (See card and page 8.)

III. TELLING THE STORY.

"I think you know the boy in this picture. You have heard the rhyme about him many times. Who remembers it? Who guesses the boy's name? Yes, it is Tom, the piper's son.

Tom, Tom, the piper's son,

"That pig is not happy. He is a little pig, and Tom is holding him hard. The little pig squeals loudly — *ĭ-ĭ-ĭ*. See if you can make the sound that the pig makes — *ĭ-ĭ-ĭ*.

"Find the letter that stands for the sound. Find the small letter; the capital letter. The small letter has a little round cap on its head. The capital letter is tall, like a pole. The name of the letter is *i*. Its sound is *i*. Give the sound again. Who remembers another letter that looks very much like the capital *I*? When the *i* wears its capital dress it leaves off its cap. Find it.

"Find the other picture on the page. Who knows what it is? What does mother use when she writes a letter? How many of you use it? Find the name on the bottle. What is the name? Point to the first letter. What is its sound?

"Let us say together, 'The little pig says *i*, and *i* is the first sound of "ink."'"

IV. SUGGESTIONS FOR TEACHING.

Interest the children in the story, the picture, and the rhyme. Call attention to Tom's dress and to his cap; to the pig and his curly tail. Have different children recite the rhyme.

Find *i* as many times as possible on the page. Write it on the board and have the children write it in the air and on the desk.

When the sound has been plainly given by every child, study the words at the bottom of the page.

Note the *i* in each word. Sound the first word, as in Lesson LIII. Separate "p in" into initial *p* and phonogram *in*. Then see who can sound "in" and "spin." If possible, let a child lead. Constantly endeavor to make each child an independent worker.

After the first column it will be easy to sound "sit," "it," "lit"; then "ship," "ip," "lip." Separate several words in this way, using in a new word the phonogram of a familiar word.

The last column is intended for review — "ent," "tent," "sent." Sound as in Lesson LIII.

Be sure that the child recognizes the phonogram *in* in all the words of the group; also the common phonogram in the second, third, and fourth groups. Speak of the phonogram as the *core* of the words; or the group may be called the family — the "in" family, the "it" family, etc.

Skip from one word to another, asking questions which compel the children to listen and observe. Let them "*See* and *Say*"; thus: "I am thinking of a word that begins with *p*. Who will be first to find it? A word beginning with *l*; yes, it is 'lit.' But I see another word beginning with *l*; with *s* [sounding *s*]. No, it is not 'sit'; it has four letters in it. Yes, it is 'spin.'" If any one says "ship," make him see the difference between the first sound of "ship" and of "spin."

The children now know many letters and a few phonograms. They are able, by slow pronunciation, to separate many spoken words into their separate sounds.

They are also learning that sounding one phonogram after another will enable them to pronounce the word.

Upon this last step, blending the sounds, their individual success depends. From now on every lesson should contain some problem of this kind, with a new word related to a known word: as, tent = t ent; *ent* is in "bent," "lent," "cent," "rent," etc.

Introduce every *new* phonetic element as a part of the word. Make the children see its value in the word. In the beginning the sound is isolated and associated with a picture or story to secure attention and to stimulate interest. But now it must be combined with other known sounds to form new words. This is the work of the sound in the spoken word and its letter in the written word. Every new word mastered will increase the child's power and confidence.

V. Suggestions for Seat Work.

1. Make from the letter boxes the words at the bottom of the page.
2. Draw the bottle of ink and write its name below.
3. Make words belonging to the "in" family, the "it" family.

VI. Game.

Make a "Zoo," putting in different pens animals making a certain sound. The cow says *m*, the calf *n*, the pig *i*, etc.

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Test the children frequently by allowing them to make words not prescribed. They may themselves repeat words which have been learned independently in their reading.

## LESSON LV. PAGE 63

I. PURPOSE OF THE LESSON.

To review *i*, with added drill in analyzing, blending, and building words.

II. STEPS IN THE REVIEW LESSON.

1. Recognize and name each picture.
2. Sound each name slowly.
3. Write the word upon the board and point to the letter *i*.
4. Study the lists, separating each word into initial and phonogram.
5. Write each word upon the board. Cover the initial and pronounce the phonogram; then reverse the order.

III. CONVERSATION.

"Here is a new page, with a new lesson. Choose the picture you like best and tell me what is in it. Find me the picture of something that swims in the water. Sound the name. Find the new letter in it. Sound the letter. Find me something that sails on the sea. Sound its name. Find the new letter in it. What sound follows *i*? What sound comes before *i*? Double up your hand into a fist. Find me the picture of it. Find its name. Who will be the first to sound it? What is the first sound? the second? the third? the last? Find the picture of the ink bottle.

"I will sound a word and you may find the picture."

IV. SUGGESTIONS FOR TEACHING.

In studying the columns of words play that each column is made up of soldiers standing in a row. Cover all the first letters and show that the soldiers look alike. Separate each word into its initial and phonogram. Speak the first sound. Speak the rest

of the word. Sound every word in the column. (Note that *in* in "ink" has the sound of *ing*. This need not be analyzed now.)

Let the children sound in two ways: first by sounding each letter separately as in Lesson LIII, and then by sounding the initial and the phonogram. After the phonogram *in* has been mastered it should seem a unit to the children. It should not be necessary to take it apart and put it together, save as an occasional test. The work now should be to find as many words as possible containing the phonogram *in*, *ist*, or *ill*.

Use the board frequently, having the children find in their books the word you put upon the board. This holds the interest. Print the stems in columns — *ip*, *ist*, *ill*; children pronounce letters already known. Work for rapid recognition of words.

Accustom the children to changing the vowel sound. Instead of "pig" write "peg." Instead of "chip" write "chap," etc.

V. Suggestions for Seat Work.

1. Draw a picture of the ship and the fist.

2. Write two rows of words. Call them soldiers. See how long you can make the rows. Place known phonograms on the board so that the children may choose a phonogram for each row.

VI. Game.

Let the class form a ring, with one child in the center. All children join in singing the kindergarten song:

Let us look at little Anna
So happy and gay.
Let us look at little Anna.
Now what does she say?

"Anna" says *m*. The children raise hands. Teacher calls upon a child, who suggests a word beginning with *M*. If right, he takes his turn in the ring.

## LESSON LVI. PAGE 64

I. PURPOSE OF THE LESSON.

Further drill in blending or sounding words.

II. STEPS IN THE DRILL.

1. Secure attention and interest by studying the pictures.

2. Find the word associated with the picture. Sound its initial.

3. Pull the word apart and put it together again with slow sounding and rapid sounding, as in Lesson LIII.

4. Children sound the word from the page and from the board.

5. Teacher sounds the word and the child pronounces.

6. Study the columns of words having no picture.

7. Discover that a certain phonogram is found in every word in the group.

8. Find and sound the phonogram *at;* then separate "rat" into initial and phonogram. Treat other words in the same way.

III. CONVERSATION.

"Who has ever found a bird's nest? What did you find in it? How many birds were in the nest? Find the word 'nest.' How many letters in the word? Four eggs in the nest; four letters in the word. Who can sound each letter? What is the first sound? the last sound? the initial sound? Who remembers the key sentence for *N*? 'The calf says *n*, and *n* is the first sound of "nest."' How many letters in 'shop'? in 'spot'? Find the initial sound of 'shell'; of 'shop.' How many letters stand for the sound? Recite the key sentence for *Sh*. Give me another word beginning with this sound; another; another. Recite the key sentence for *R*.

"Now let us look at the words at the bottom of the page. Look at the first column. What two letters stand at the head of each word? Sound each word."

IV. Suggestions for Teaching.

Emphasize the initial and the phonogram as in the previous lesson. Alternate between separating a word into all its separate phonetic elements and developing it into initial and phonogram. Let the children extend the columns whenever possible. Let each child stand as soon as he has given a new word beginning with a certain sound or ending with a certain sound. Those who stand because of good work or attentive work may be called "leaders" for praise. The desire to work must be encouraged in every reasonable way, and the power to work thus strengthened.

V. Suggestions for Seat Work.

1. Make word soldiers, to march in pairs. See how long a procession you can make — "rat," "mat"; "let," "pet," etc.

2. The teacher should write a list of phonograms on the blackboard, to be used in this seat work.

VI. Game.

Let one child after another stand before the class, giving the sound of a letter. Another child volunteers to stand and recite the story belonging with the sound. For example, the child on the floor gives *m*. The child at his desk stands and says, "The cow says *m*, and *m* is the first sound of 'moon.'"

The pupil who has given the accepted story takes his place on the floor and makes another sound. Another pupil responds, and so on.

Insist upon clear sounding and clear enunciation in giving the story.

## LESSON LVII. PAGE 65

### I. PURPOSE OF THE LESSON.

Drill in slow pronunciation and in blending. Recognition of plurals. Drill on the value of final *s*.

### II. SUGGESTIONS FOR TEACHING.

1. Let the children name as many words as possible without help. In all review lessons give the children the first opportunity to tell what is on the page. This will stimulate individual attention and effort.

2. Call for words beginning with a certain sound.

3. Let children stand in pairs. One speaks the singular and the other the plural — "rat," "rats"; "flag," "flags," etc.; or, if a verb, "rob," "robs."

4. One child may stand alone, giving the first word; a second child then stands beside the first, and together they speak the plural of the word: as, "rat," "rats."

5. Ask the children to listen intently while you pronounce "pig," "pigs"; "pig," "pigs." Ask them to shut their eyes while they listen; then tell you what sound they hear at the end of a word.

Many, remembering the form of the word, will say that the final sound is *s*. The child with a quick ear and attentive mind will say *z*. They have been told that *s* sometimes buzzes, or has the sound of *z* at the end of a word, but repetition and attention are needed to make the fact clear to them. Children must listen with keen interest to detect the difference.

Have them listen intently again while you pronounce "rats" and "pigs." If the child listens closely and has a quick ear, he will detect the difference in the final sounds. Review through

this lesson the fact that *s* at the end of a word sometimes has the hissing sound and sometimes the buzzing sound. Pronounce each of the words ending with *s* and lead the child to see which have the *s* sound and which have the *z* sound.

Ask the children to name a "twin" for their words in the lesson — "fell," "sell"; "not," "rot," etc.

Find the captain and the soldier in the last four rows of words.

III. Suggestions for Seat Work.

Make rows of words, adding *s*.

The children should pronounce the word in the row afterwards.

IV. Game.

Let the children form in a line as fast as they can think of a word to which they can add the final *s*. They may begin with words on the page and think of others. They form in twos and march around the room. Before separating, each one may give the word he is standing for.

If the game moves too slowly, the teacher may suggest a name and the children give the plural.

## LESSON LVIII. Page 66

I. Purpose of the Lesson.

Drill in blending sounds. Added drill in use of final *s*.

II. Suggestions for Teaching.

1. Let the children name the picture, find the word, separate it into its sounds, then separate the word into initial sound and phonogram. Proceed in this way with each word and picture.

2. Speak the word, and let the children give the plural and then sound it.

3. Call for a word on the page having a given initial sound. Name the final letter of the word.

4. Call for a word and let the children give words which rhyme with it: as, "fan," "man"; "ship," "skip," etc.

5. Call for words containing certain sounds, as *ŏ*.

6. Study the columns of words at the bottom of the page; continue each column, adding other words having the same final phonogram.

7. Make a row of soldiers containing the final phonogram; or drive a pair of horses together, naming them from the phonogram. ("Man" and "pan" would trot together; "shell" and "well"; "spin" and "shin," etc.)

III. Suggestions for Seat Work.

1. Build from the letter boxes the words on the page, with their plurals.

2. Draw a top, a fan, or a pan, and write its name below the drawing.

IV. Game.

Let the children divide into two equal groups, standing on opposite sides of the room. This is done by having two captains, each captain choosing in turn until all the children are chosen. Then run down the line, each child giving a word, and the corresponding child on the other side adding *s*. Reverse after one side has finished. In the same way, the teacher may suggest a word and the children in turn give a rhyme, taking seats when failing to supply a rhyme. Those who stand longest win.

## LESSON LIX. PAGE 67

I. PURPOSE OF THE LESSON.

To present and teach the letter *d* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"One day I sat by an open window, reading. All at once I heard a soft, gentle sound like this — *d-d-d.* I looked out and saw some pretty doves walking up and down, and cooing to each other — *d-d-d.* Have you ever heard them? You may have called them pigeons, but we will call them doves.

"Look in your book and see the picture. What do you find in the picture? Where are the doves sitting? Listen quietly and play that you hear them. Think the sound that they make. Let us make it together — *d-d-d.* Find the letter which stands for the sound. Find a capital letter; the small letter.

"Let us find the other picture on the page. A little boy likes to play with a ball, a top, a horse, or a drum. Almost all little girls like to play with dolls.

"Here is the story that goes with the doll:

"May wanted Santa Claus to bring her a doll for Christmas. She thought if she could tell him, he would certainly do it.

"'Print the word "doll" in big letters and pin it on your stocking,' her brother said. 'I will help you do it.'

"So with his help this is the word she made. Watch me as I make it — 'd o ll.'

"Such a little word to bring so much pleasure; for on Christmas morning there was the doll, but the word was gone. Santa Claus must have taken it with him.

"Find the word 'doll.' Sound it. Give its first sound. Can you give the sound of the other letters in 'doll'? Let us all say together, 'The doves say *d*, and *d* is the first sound of "doll."' Let us say it again. Find all the *d*'s you can upon the page. Let us count them. Sound them as I count.

"Listen to these words: 'dove,' 'doll,' 'desk,' 'did,' 'deer,' 'done,' 'dull.' Think of the word with the *d* sound at the end — 'did,' 'pad,' 'add,' 'bud,' 'pod.'

"Find a boy's name on the page. Sound it. Where is the new letter, at the beginning or the end? Find other words with *d* at the end. Sound them. Find another word beginning with *d*. Sound all the letters at the bottom of the page. Who can name all these letters?"

IV. Suggestions for Teaching.

*D* is a difficult sound to give correctly. Do not say *duh*. Press the tongue closely against the upper front teeth before beginning to give the sound. Have children observe the position of your tongue. Let them hear the vocalizing of the sound after the tongue is placed and before it is removed. Try to make the sound end abruptly before the tongue is taken away, in order that the *uh* may be omitted. Give great care to this sound.

In teaching the sound, separate the given words into the initial and phonogram, pronouncing the word slowly and preventing the *uh*; thus, "d oll" (not "duh oll"); "d ove" (not "duh ove"); "d ish" (not "duh ish"). Use the same care in the final *d*.

Draw a large kite upon the board, making a long tail with many bobs. Write in each bob a word beginning or ending with *d*.

After the teacher has written a few words in this manner, the children may suggest others. Gently discard words which are incorrectly used, and commend volunteers.

V. Suggestion for Seat Work.

Build the following words, copying them from the board:

| | | | |
|---|---|---|---|
| ed | ad | id | od |
| led | bad | bid | rod |
| sled | lad | did | pod |
| red | mad | lid | sod |
| bed | pad | rid | shod |
| fed | shad | | |
| Ted | sad | | |
| shed | | | |

VI. Game.

Teacher thinks of something whose name begins with *d*. Children try to guess the name. Put the word in a sentence when it has been guessed, and, if possible, find a rhyme for the word.

## LESSON LX. Page 68

I. Purpose of the Lesson.

Drill in recognition of the sound of *d*, with further blending of words.

II. Steps in the Drill.

1. Find on the page the letter *d* and sound it.
2. Name the pictures on the page and sound each word.
3. Children listen to detect any *uh* which may appear in the sounding of *d*.
4. Repeat the key sentence, "The doves say *d*, and *d* is the first sound of 'doll.'"
5. Sound each word in the lists at the bottom of the page.
6. Write a list of words beginning with *d*; ending with *d*.

III. CONVERSATION.

"Choose and name a picture on the page. Give its first sound.

"John wanted something for Christmas. Find its picture. Sound the word. Ella wanted something for Christmas. Find the picture. Sound the word.

"I can see birds that say *d*. Find their picture. Sound the word. I see something that we use in school. Find the picture. Sound the word. I see a picture of something that runs very fast. Find it. Sound it. I see something else that runs. What is its name? Sound it.

"Here on the blackboard are all the letters we have learned to sound. Make a word beginning with each letter in turn. Let me see how quickly you can think of the words."

IV. SUGGESTION FOR SEAT WORK.

Using the letter boxes, make as many words as possible with one of the following phonograms: *ed*, *am*, *an*, *at*, *in*, *ig*, *ill*, *en*, *op*, *et*.

V. GAME.

Let the children stand and name a word, giving its first sound as follows: "My word is 'dove.' The first sound is *d*." "My word is 'dish.' The first sound is *d*." "My word is 'bed.' The last sound is *d*." As fast as a child gives his word and sound he takes his place at the back of the room. When the entire class is standing, let the children dance to their seats.

## LESSON LXI. PAGE 69

### I. PURPOSE OF THE LESSON.

To invent a story suggested by the picture, to use words suggested by the picture, to put together known words.

### II. CONVERSATION.

"I have told you stories about the pictures, now you may tell me one. What do you see in the picture? What is his name? What has he? What is he doing? What do you see beside him? Where do you think he is going? Will he get there? Why not?"

### III. TELLING THE STORY.

"Ned is a small boy. His father has given him a new red top with a long string to make it spin. Ned started to school with his books and his new top. On his way he came to a nice smooth place in the road. He put down his books and said to himself, 'I will have one good spin, then I will go to school.' He had a fine spin. Then he wanted another, and another. All at once he remembered that he was on his way to school. He had been playing on the way and was late. He picked up his books and ran as fast as he could. What happened?

"Tell me the name of everything that you can see in the picture: top, string, boy, tree, books, strap, shoe, collar, tie, hand, shadow. Give the first sound of each word.

"Find all the words that you know on the page. Ned talks to his top. What does he say? Find the sentence. Find a word to rhyme with 'Ned'; with 'top'; with 'spin'; with 'stand.' Pronounce 'stand' slowly; quickly. What is the initial sound of 'stand'? the last sound? Take away the first sound; the

last sound; what have you? Take away the *t*; what have you? What is the initial sound of 'top'? of 'red'? of 'spin'? of 'Ned'?"

IV. Suggestions for Seat Work.

1. Draw a picture of the top.
2. Write lists of words, using the phonograms *ed*, *in*, *op*, or *and*.

V. Game.

Choose children in pairs. The first child gives the sound; the second child says the sound in a word in this way: "I am *r*," says number one, giving the sound of *r*. "I will put you in 'red,'" says number two, writing the word upon the board. The next two children follow. "I am *s*," says Number One, giving the sound of *s*. "I will put you in 'spin,'" says Number Two, writing the word upon the board. Go on until every one has played the game. Those who fail keep their seats. Those who have succeeded go to the back of the room. Then they march around the room once, clapping as they go.

## LESSON LXII. Page 70

I. Purpose of the Lesson.

Review and drill upon known letters and sounds.

II. Suggestions for Teaching.

The picture represents a child's Noah's Ark. Each animal represents the initial sound of its name. Dan and Bess are playing with the ark, setting up the animals in a row. Interest the children in the picture. Talk with them about the animals and get them to name each one and to give its initial sound.

Review rapidly the type words "zebra," "rat," "swan," "pig." Ask for the initial letter in each case. Recall the key statement, "The bee says *z*, and *z* is the first sound of 'zebra.'" Recall the type word and the key sentence for each of the letters at the bottom of the page.

Sound each word beginning with *d*. Give the last sound of each of these words.

Let the children suggest as many names as possible, beginning with the letter or sound which the teacher is presenting.

Whenever letters are given at the end of the lesson, have children give the sound of each, and name a word beginning with that sound.

III. Conversation.

"Who are these children? What are they doing? Who has ever seen a Noah's Ark or played with one? What are the animals made of? Where are they kept? What shall we call the little house in which they stay?

"The children are leading the animals out and setting them up in a row. I think they are going to have a circus parade. All the animals will march in the parade. See if you can find their names on the page. What is the first sound of each name? Which animal leads? Sound its name and tell me its first letter. See if you can name all the animals that you see in the picture. Give the initial sound of each one."

IV. Suggestions for Seat Work.

Outline with pegs or with splints a yard or tent, and place within it the name of an animal that is in the parade.

V. Game.

Have the children make a circus parade. Each animal in the parade must sound its name and give its initial sound.

## LESSON LXIII. PAGE 71

I. PURPOSE OF THE LESSON.

To present and teach the sound of *k* and to show that its sound is also represented by *c* and *ck*.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"Listen to my story. It was a stormy Saturday. The children could not play out of doors. The rain beat against the window panes and the wind howled in the trees and waved the branches against the window where the little children were standing. Mother came in and saw the children with their faces pressed against the window, looking out of doors. She knew that they were unhappy because they could not go out to play.

"'Never mind,' said mother, 'let us make pop corn. Jack may get the popper and Nell may help shell the corn.' Jack ran for the corn popper and Nell hurried to get the corn, while mother made the fire bright in the fireplace.

"Soon the children forgot the wind and the rain. They put a handful of corn into the popper, holding it over the hot fire. Soon each kernel of corn burst and puffed up white and large. The corn turned somersaults as it puffed. While Nell was popping the corn, Jack, who could not wait, took some of the puffed corn and began to eat. Poor Jack! A little white flake stuck in his throat. He could not get the corn out. *K-k-k*, he said eagerly and quickly; and again, *k-k-k*, before he could get the flake from his throat.

"It did not come quickly. Nell turned around to look. Mother came to see if anything was the matter. *K-k-k*, said Jack.

" Is the pop corn ready? We must eat it slowly. Some one may play that he is Jack and make the sound. There is no danger that he will choke, for he has no pop corn. Let us all make this choking sound.

" There are three signs for this sound. One is the letter *c*, one is *k*, and the other is *c* and *k* together. Each one stands for the choking sound. It is the sound that Jack made. Find *c*. What is the sound? Find *k*. What is its sound? Find *ck*. What is its sound?

" Look under the picture of Jack and Nell. What do you see? Find its name. What is the first sound of the name? Find the word 'clock.' What is its first sound? Find the word 'kite.' What is its first sound? Let us say together, 'When the pop corn sticks in the boy's throat he says *k*, and *k* is the first sound of " kite." ' *C* sometimes has this sound; it is the first sound of 'cat.' *Ck* has this sound; it is the last sound of 'clock.' "

IV. Suggestions for Teaching.

As the teacher gives the sound she should print the characters, as: *c-c-c*; *k-k-k*; *ck-ck-ck*. Have each child name the letter that stands for the choking sound in the type words. Make columns of words beginning with hard *c*, as " cat," " can," " cut," " corn "; with *k*, as " kill," " kiss," " kite," " Kate." These are written simply for the initial and not for analysis into the separate sounds. In the same way use " Jack," " lock," " luck," " clock."

Have the children inclose with a circle the letters which give the *k* sound. Ask the children to think of words that have the given sound at the beginning; at the end. Find a word that has the sound at the beginning and at the end. Repeat: " When the pop corn sticks in the boy's throat he says *k-k-k*."

V. Suggestions for Seat Work.

1. Have ready slips of paper containing words beginning with *c* or *k*, or ending with *ck*.

2. Let the children copy the words upon the board or on paper at their desks.

3. Draw a picture of the kite or the clock, writing its name below the drawing.

VI. Games.

Play clock, swinging the arms about and making the tick, tock, especially emphasizing the final *ck* — *tick*, *tock*, *tick*, *tock*. After giving the *tick*, *tock*, give the *ick*, *ock*, *ick*, *ock*; then simply *k-k-k-k*.

The teacher may pretend that she wishes to buy a clock — perhaps a very tall, old-fashioned clock that ticks slowly, or she may wish to buy a little parlor clock, or she may want an alarm clock. Children act each part, the schoolroom being a store. The alarm clock will be diverting.

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This is the first time that the children have had different letters presented at the same time to represent the same sound; therefore the lesson is short and the children are held closely to the one effort. The choking sound is clearly represented by *k*, and *k* is the first sound of "kite." *C* also stands for the sound, and so does *ck*. Keep the sound constantly in mind. Show words in which it is represented by *c*, by *k*, or by *ck*. Have the children mark around the letter or letters that give the sound in the words which are written on the board.

## LESSON LXIV. PAGE 72

### I. PURPOSE OF THE LESSON.

Further drill and review of *c*, *k*, *ck*.

### II. SUGGESTIONS FOR TEACHING.

If the class takes the *k* lesson readily, Lesson LXV may be associated with Lesson LXIV.

Children repeat the key sentence for *c*, *k*, and *ck*, making the sound. Find words containing the letters, then turn to the pictures on page 72. Talk about each one. Speak its name and note carefully the choking sound, *k*, either as the initial or as the last sound. In the word "cat" *c* says *k*; in the word "clock" *c* says *k* at the beginning and *ck* says *k* at the end. In "kite" *k* says *k* at the beginning. In "king" *k* says *k* at the beginning. In the word "clouds" *c* says *k* at the beginning. In "candle" *c* says *k* at the beginning. Find the small *c*; the capital *C*. Analyze and blend the words "lock" "cat," "cap," "kit," "milk." Give attention to the final *s*.

In studying the picture let the picture suggest the word. Let the word be sounded orally. If it is written upon the board, divide it simply into initial and final parts, as "c loud," "c andle," "k ing," "c lock." Use colored chalk to encircle the letter or letters which represent the *k* sound.

### III. SUGGESTIONS FOR SEAT WORK.

1. Have cardboard circles; draw around them and place *c*, *k*, and *ck* in each circle.
2. Build from the letter box the words on the page.

### IV. GAME.

Dramatize the story of Jack and Nell popping the corn.

## LESSON LXV. PAGE 73

### I. PURPOSE OF THE LESSON.

To review *b*, *p*, *e*, *f*, with drill in word building; also recognition of the plural forms secured by adding *s*; drill in recognizing words beginning with capital letters.

### II. SUGGESTIONS FOR TEACHING.

1. Drill on the initial letters.
2. Name the first word in each column.
3. Name all the words ending in *s*.
4. Find words beginning with a given sound.
5. Find and name words beginning with a capital letter.
6. Analyze and blend "nap," "rap," etc.

### III. CONVERSATION.

"Here are some letters in two different dresses. Find the everyday short dress. Find the capital of each letter. Tell its name. Name a word that begins with *b*; with *p*; with *e*; with *f*.

"Find the word 'ball' in two different dresses. What is the difference? Find 'pig' in two different places. What is the difference? Find 'egg' in two different places; also 'flag.' Find words that have *s* at the end. How can I make 'balls' from 'ball'? 'pigs' from 'pig'? 'flags' from 'flag'? 'fans' from 'fan'?

"Hear me rap on my desk. Find the word that names what I did. You heard one rap. Now listen. [Rap twice.] Find the word that tells what you heard. Find a word with the initial *m*; *d*; *r*.

"Name all the words in the first column; in the second; in the third; in the fourth.

"John may stand by me and may be the teacher. He will pronounce a word that means one thing and you may add the *s* at the end of the word, meaning more than one thing." [John pronounces "ball"; class replies "balls." Separate every word into its initial and the final part of the word. Let the children pronounce "r ap," "m an," "fl ag," "m ap," etc.]

IV. Suggestions for Seat Work.

Let the children use the letter boxes, and build, with and without the *s*, words found on the page. They should pronounce for the teacher all the words which they build.

V. Game.

Have large cards which the children can hold before them, each with a word printed in big letters. Have a little girl represent *s*, holding the *s* before her. The child comes into the floor, chooses one of the cards, bows to the class, and says, "I am moon."

The little girl representing *s* then dances up beside the first pupil and shows the *s*. They both bow to the class and say, "We are moons." The class then pronounces "moon" and "moons."

Let different children choose words to display to the class.

## LESSONS LXVI–LXIX. PAGES 74–77

Lessons LXVI–LXIX are review lessons, recalling all the letters and type words which have been taught. Some classes may take more than one page at a time; in fact, the ability to run over the five pages, knowing every picture, recalling the type word, naming the letter, speaking the sound, gives assurance that the child has completely mastered the sounds thus far presented. In reviewing, gradually collect into groups children who can readily name every letter, giving the sound correctly, remembering the type word, and easily recognizing the sound in new words. Give these groups seat work or board work, using new words and building lists of rhymes, and then give your attention to the slower children. These may require several lessons for the review.

It would be well at this stage to turn back to the earlier pages, particularly when the child hesitates to name a letter or give its sound. He should immediately go back to the page which presents the letter for the first time, recall the story, recognize the type word again, and then come back to the review.

Throughout these lessons associate (1) the sound clearly spoken; (2) the letter which stands for the sound; (3) the type word; (4) a related group of words in which the sound is used.

In some cases the teacher may make the suggestion; for example, if a child does not remember the sound of the sawmill she can suggest "egg," or if *sh* in "shell" is not clear, the story of the mother with the sleeping baby can be suggested.

In connection with the review have careful and exact repetition of the key sentences. In every lesson there should be some blending and word analysis.

## LESSON LXX. PAGE 78

### I. PURPOSE OF THE LESSON.

Added drill in word analysis and word building; test in writing words from dictation.

### II. CONVERSATION.

"Here we have a picture that the boys will like. Let us see what there is in it.

"What a fine horse! He is out in the field. Perhaps he has been working all day and has been sent out to play. Ned stands on the fence and tries to reach the horse's mane. Ben, the dog, wants to play with the horse. The horse is named Dick. Tell me everything you see in the picture and see if you can give me the first sound of everything you name: 'dog,' 'horse,' 'boy,' 'fence,' 'rail,' 'post,' 'tree,' 'tail,' 'mane,' 'ear,' 'knee,' 'arm,' 'hand,' 'head,' 'legs.'

"Find the name of the boy who is in the picture. What kind of letter does it begin with? Sound the name. Find the horse's name. What kind of letter does this begin with? Think of a good name for the dog. Find among the words something that tells what Dick can do. Find the word that tells where he sleeps. Find the word that tells what he does not like. Find a word that tells where he sometimes finds hay.

"Where does Dick sleep at night? What has he to make his bed soft? Find 'bed.' Ned led Dick home from pasture. Find 'led.' What did he do for Dick after he got home? Find 'fed.'

"Let us put these words in sentences telling something about Dick and Ned. ["Dick can run and trot; Dick eats hay from the hayrick; he is afraid of Ned's stick," etc.]

"Make a story about Ned, Dick, and the dog.

"Look hard at the boy's name. I shall ask you to close your books and write the name on the board. See if you can do it. Who can write the next word? and the next? and the next? Look so hard at the word that you can see it with your eyes shut; then you can write it on the board. Turn your back to the board and see if you can name all the letters in 'Ned,' 'fed,' 'bed,' 'led.' Think the sounds and then say the letters."

Treat the other words in the same way.

III. Suggestions for Seat Work.

1. Copy the words in the first column and add other words ending in *ed*.

2. Make from the letter boxes words ending with *ick*.

3. Draw a picture of the fence.

IV. Game.

Have a rhyming test. Begin with the words on page 78, but turn back later to previous pages.

Teacher names a word on the page, and calls upon pupils for a word that rhymes with it. Children raise hands. Teacher calls by name a child whose hand is raised. If he gives a correct rhyme, he takes his place in the "procession," which later is allowed to march around the room. A flag for the leader adds to the pride of being in the favored line.

## LESSON LXXI. PAGE 79

I. PURPOSE OF THE LESSON.

To present and teach the letter *j* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"John may play that he is a locomotive. He may run fast around the room. We will say *ch-ch-ch* as he runs. Mary may be a tugboat. We will puff as Mary pulls the barges — *p-p-p*.

"Now here is another boat. It does not go by steam as the tugboat does, nor by sail as some boats do. It is not pulled as the barges are; it makes a noise like this — *j-j-j*. We will turn to the book and see the boat in the picture. Who knows what we call this boat? Yes, it is a motor boat. George is learning how to manage his father's boat. It goes very fast through the water. See how the father leans forward as George makes it go. See how George looks ahead. He must steer very carefully. How fast they are going! How they rush through the water!

"Play that you are the boat. Sit very still. Let us all make the sound. This boat says *j-j-j*. You may make the sound of the motor boat. Find the letter that stands for the sound. This letter is *j*. It wears a little cap like *i*. Find the capital *J*. Find the small *j* with a cap on. The capital letter does not wear the cap. Let us say together, 'The motor boat says *j-j-j*.'

"When John goes home from school he often asks his mother for something to eat. Mother cuts a slice of nice, sweet bread for him and puts something good on the bread. Let us see what it is. The picture tells you. Sound the word, 'j a m.' Yes, the word is 'jam.' What is the first sound of 'j a m'? Let us say

together, 'The motor boat says *j*, and *j* is the first sound of "jam."'" [Make the *j* sound very short.]

## IV. Suggestions for Teaching.

"Think of other words beginning with *j*. Who were the children who went up the hill to get a pail of water? Sound their names. Think of other names beginning with the sound. What girl has a name beginning with *J*? Jane. What boy? James, John, Joseph. Sound slowly the other words on the page. Think of words to rhyme with them. Look in your book and find a word beginning with *j*.

"Name and sound all the letters at the bottom of the page. Give the key sentence for each."

*Ch* is often confused with *j*. Lead the children to feel the difference in the throat when the two sounds are made. Ask each child to place the hand lightly under the chin and then pronounce several words beginning with *j*, as "jam," "jug," "Jack," "Jill," "Jim." Then pronounce *j* alone several times. Tell them that *j* makes the motor boat sound and that it is always felt under the chin. Then pronounce in alternation *ch*, *j*; *ch*, *j*; *ch*, *j*, and note the difference.

## V. Suggestions for Seat Work.

1. Draw a picture of the jam; of the motor boat.
2. Make rows of the capital *J* and the small *j*.
3. Build the word "jam" and other words which rhyme with it.

## VI. Game.

Play motor boat, tugboat, locomotive. Make an engine house for the locomotive to run into, and a boathouse for the motor boat. Rows of children may stand with arms outstretched and hands meeting for the engine house and the boathouse.

## LESSON LXXII. PAGE 80

I. PURPOSE OF THE LESSON.

Review and drill.

II. SUGGESTIONS FOR TEACHING.

"Let us see who can repeat the rhyme. Find Jack and Jill in the picture. Sound 'Jack.' Sound 'Jill.'

"Find the capital *J*; the small *j*.

"Find 'jam'; sound the word.

"Find the word 'fell.' Think of a word to rhyme with it. Sound 'fell'; sound the rhyme. Look at 'fell' and 'tell.' What are in all the words? What is the initial of 'fell'? of 'tell'? Think of another word ending in *ell*.

"What is the initial of 'Jill'? Find 'fill.' What parts of the two words are alike? What are different? Sound the initial of 'Jill'; of 'jam'; of 'fill'; of 'Jack.' Think of a word to rhyme with 'Jack.' Sound it. Find the boy's name that rhymes with 'jam.' Sound it. Find the horse's name. What word rhymes with it? Sound it. Find a word that rhymes with 'Jill'; with 'clap'; with 'spell.'

"Jill has something she likes to play with. What is it? Sound the word 'doll.' What did Jack and Jill do with the water? Find 'spill.' Cover the *s*; what is the word? Cover the *p*; what is the word? What word is under 'spill'? Cover the initial; what word have you?

"Who will close the book and write Jack's name on the board? Who will write 'Jill'? Write a word to rhyme with 'Jack'; to rhyme with 'Jill.' Who will write 'jam'? a word to rhyme with it?

"Let every one recite the key sentence.

"Find all the *j*'s on the page. Sound each one. What word am I beginning to say, s——? Not 'Sam,' nor 'sick,' but 'spill.'"

Have children sound each word and separate it into initial and phonogram. Let the children suggest other words ending with the same phonogram; beginning with the same initial.

III. Suggestions for Seat Work.

1. Write a row of words following a "captain."
2. Write a row of children following "Mrs. Jill" ("ill," etc.).

IV. Game.

Play that a boat must be loaded with things whose names begin with *j*. Each child can carry (or name) something whose name begins with *j*. As fast as the words are suggested the child making the suggestion gets onto the boat. When the load is complete the boat moves around the room, saying *j-j-j*, like the motor boat.

The boat may simply be children arranged in ranks, perhaps four in a row. Each child lays his hands on the shoulders of the child in front of him.

Or the boat may be a given surface on the floor about which a chalk line is drawn.

## LESSON LXXIII. PAGE 81

I. PURPOSE OF THE LESSON.

To present and teach the letter *g* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"One morning last summer I was walking on a bridge over a little brook. I heard a queer sound like this — *g-g-g*. I looked around, but could see no one. Then I heard it again, louder — *g-g-g*. I looked under the bridge and saw a green frog sitting on a log and saying *g-g-g*.

"Here is a picture of the frog sitting on a log. He is making the sound *g-g-g*. Every time the frog says *g*, his throat swells and he puffs up. Lay one finger on your throat and say *g-g-g*. What is the first sound of 'girl,' 'goat,' 'gun,' 'get'? Sound 'egg,' 'pig,' 'bag.' What is the last sound? Think of other words that have the same sound. Find the letter that stands for the sound. What a crooked letter it is! Let us say it as many times as it is printed under the picture. Now look above the picture. Find the small letter; the capital letter. Who can make the capital on the board? Now make the small letter. The name of the letter is *g*. Its sound is *g*.

'Find the small picture on the page. What do you see in the picture? Sound the name — 'girl,' 'girl,' 'girl.' What is the first sound? Let us recite the key sentence together, 'The frog says *g*, and *g* is the first sound of "girl."'"

IV. SUGGESTIONS FOR TEACHING.

Have the children sound and pronounce the words at the bottom of the page. Make upon the board a long list of words

beginning with *g*. Have the children separate the word into initial and phonogram whenever they are able to do so. Let them suggest words ending with *g*. Sound the words. Sometimes pronounce every individual sound, sometimes the initial and phonogram. Sound each word on the page. Head a list of words with each word given on the page, children suggesting rhymes. Return to the words beginning or ending with *g* and leave the lesson with the new sound and the key sentence, "The frog says *g*, and *g* is the first sound of 'girl.'"

V. Suggestion for Seat Work.

Put the following lists on the board. Let the children copy three columns.

| | | | | |
|---|---|---|---|---|
| eg | ag | ig | og | get |
| peg | bag | big | dog | gild |
| leg | rag | rig | bog | grab |
| keg | crag | fig | log | got |
| | lag | jig | clog | |
| | slag | pig | fog | |

VI. Game.

Play that the room is a pond and that every one is a frog. Frogs make the *g* sound until some one walks by and then the sounds stop. Make a noise, as if made by the passer-by. The frogs all jump from their logs; children say "splash"! as they jump into the water.

## LESSON LXXIV. PAGE 82

I. PURPOSE OF THE LESSON.

Review of sound *g* with added drill.

II. CONVERSATION.

"Here are pages from a little boy's book. What is the big letter at the top of the page? Give its sound. What is the queer, crooked letter under the picture? Give its sound. What picture do you see on the first page? A pretty little girl holding some flowers. What is the first sound of 'girl'? Find the letter which stands for the first sound. The girl's name is Grace. What is her initial?

"What do you see in the next picture? Yes, it is a goat. What a fine little fellow! Sound 'goat.' What is the first sound? What is the last picture? Point to the initial letter. Let us see how many times we can find the letter *g* on the page.

"You may choose a word to sound. I will write each word on the board as fast as you sound it. Let me see how soon we will have every word on the page. Find a word ending with *ag*; with *og*; with *eg*. Find a word ending with two *g*'s; with *gs*. Mary may write 'bag' on the board; John may write 'bags.' Peter may write 'nag'; Susan may write 'nags.' Ella may write 'frog'; John may write 'frogs.' Play that you all are frogs and make the sound *g-g-g*. Find a word that rhymes with 'legs'; with 'bags'; with 'frogs'; with 'log'; with 'dog.'

"Go back to the first page and recite all the key sentences, beginning with 'The cow says *m*, and *m* is the first sound of "moon."' See how many have been learned."

III. Suggestions for Seat Work.

1. Draw a row of eggs, making *g* on each one.

2. Build words beginning with the *g* sound. Add *s* to each name.

3. Draw a picture of the gun, making *g* underneath it.

IV. Games.

Guess names beginning with *g*; ending with *g*.

Repeat the frog game.

## LESSON LXXV. Page 83

I. Purpose of the Lesson.

Review of *g* with word building and rhymes.

II. Conversation.

"Look at the picture. Tell me all that you see in it. [A frog sitting on a log that floats in the water; a dog on the bank, barking at the frog; tall flowers growing from the water; water lilies near the log.] Tell me the initial sound of the words that the picture makes you think of: 'l og,' *l*; 'l ily,' *l*; 'l eaf,' *l*; 'f rog,' *f*; 'd og,' *d*; 'b ank,' *b*. Find the words under the picture: 'frog,' 'dog,' 'log.' What do you find alike in all the words? What shall I put with *og* to make 'log'? to make 'dog'? to make 'frog'? How can I make 'frogs' from 'frog'? 'dogs' from 'dog'? 'logs' from 'log'? Name all the words on the page. Add *s* to 'dog'; what have you? to 'log'; what have you? Find all the words that rhyme with 'pig'; with 'dog'; with 'leg.' Build other words with *eg*, with *og*, with *ig*. Tell me the words having the sound *o*; the sound *e*; the sound *i*. Find the sound that the pig makes; the sound that the baby makes when he tries to touch the hot lamp."

III. Suggestions for Seat Work.

1. Make rows of soldiers (words) following captains *eg*; *ig*; *og*.
2. Draw a picture of the frog on the log.

IV. Games.

March in twos. As the first captain takes his place he sounds a word. The second captain sounds a rhyme to the first word. The next child, following the first captain, sounds another word. His mate sounds a rhyme, etc. When the lines are formed, they march around the room, each child speaking his word as he marches.

## LESSON LXXVI. Page 84

I. Purpose of the Lesson.

To present and teach the letter *h* and its sound.

II. Steps in the Lesson. (See card and page 8.)

III. Telling the Story.

"It is a very hot day in summer. Old Rover has been chasing the chickens and the cat. Now he is hot and tired and has lain down to rest. His mouth is wide open and he pants — *h-h-h*. This is the letter that says *h-h-h*. This is the sound that Rover makes when he is tired. You may call it the tired letter. It looks like a little chair. Then the capital looks like an arm-chair. When we say the tired letter we breathe hard — *h-h-h*. Find the small letter; the capital letter. Stand beside me and let me hear you make the sound. Let us make the letter on the board.

"Find the little picture beneath Rover's picture. What is it? Sound the word 'h at.' Find the capital letter; the little letter.

Let us say together, 'The tired dog says *h*, and *h* is the first sound of "hat."' See how many times you can find the letter, the tired letter, on the page; the big letter; the little letter. Find the other words that begin with the tired letter. Sound them. Who can pronounce each one without any help?"

IV. Suggestions for Teaching.

"Mary and Jenny may be birds. George may be Rover. Chase the birds, Rover. Fly away, birds. Now rest, Rover. Let us all listen to hear Rover panting. Barbara and Ida may be chickens, and Patrick may be Rover. Run, Rover! Now rest, Rover. Let us listen again. What sound does Rover make when he pants? What does Rover say? Let us put this letter before *is*; before *it*; before *am*; *en*; *and*. [And so on.]

"Think of a word beginning with *h*. John may make on the board the armchair, or capital H. Mary may add something to make a word. Peter may make the small *h*. Kate may add something to make a word."

Recite the key sentence for each letter at the bottom of the page.

V. Suggestions for Seat Work.

1. Build words, using the phonograms *in*, *im*, *on*, *at*, *it*, *eg*, *og*, *ig*. Build words beginning with *h*.

2. Draw a picture of the hat.

VI. Game.

Play Rover and the chickens, or Rover and the birds. Let several children at once play that they are chickens, picking up grains of corn. Rover scatters them, and they run away in different directions. He chases one after another, then lies down panting, and saying *h-h-h*. Let several children in turn play the part of Rover.

## LESSON LXXVII. PAGE 85

### I. PURPOSE OF THE LESSON.

Added drill on the initial *h*, and further practice in building, blending, and word analysis.

### II. SUGGESTIONS FOR TEACHING.

The children will recognize the dog and the hat. Let them repeat the key sentence, find the type word, give the initial sound, name as rapidly as they can words beginning with that sound, and build words containing the different vowels and having the initial *h*.

Be careful not to have the *uh* follow the *h* in their sounding. The *h* is merely a breath.

Place on the blackboard a vowel; children give its sound. Add a final consonant; children sound the phonogram. Prefix the initial; they sound the word. Continue in this way with all the words on the page until the children can work as fast as you write. Then turn back to the page and let the individual children separate each word into its parts and put them together again. Emphasize in every word the initial and the phonogram.

Make sentences containing the words on the page.

### III. SUGGESTION FOR SEAT WORK.

Build with letters or copy the last three rows of words.

### IV. GAME.

Repeat the circus parade. Play that it is a hot day. The animals are very warm and tired. One animal after another rests and pants — *h-h-h.*

Rover chases the cat, then lies down, panting and tired.

## LESSON LXXVIII. PAGE 86

I. PURPOSE OF THE LESSON.

To present and teach the letter *u* and its short sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"Mother had been busy. Baby had been lying asleep in the crib. She had a long nap and mother's work was nearly done. But after a while she woke and wanted to get up. Mother heard her crying and went into the room where she had been sleeping. There she sat in her crib. As soon as she saw her mother she lifted her little arms and said quite plainly *u*, *u*, *u*. Of course that meant 'up, up, up. Take me up; take me up.'

"See baby in the picture. See the letter under the picture. It looks as if two little arms were lifted. Baby is making the letter with her arms. Lift your arms to make this letter. Say what the baby said — *u*, *u*, *u*. Let us say together, 'When baby wants to be taken up she says *u*.' Find the letter in the book. Sound it. Make it in the air. Sound it. Trace it on your desk. Sound it.

"What is the picture underneath the picture of the baby? When do you use the umbrella? When it rains. What is the first sound of 'u mbrella'? Let us say together, 'When baby wants to be taken up she says *u*, and *u* is the first sound of "umbrella."'"

IV. SUGGESTIONS FOR TEACHING.

Watch the vowel sounds very carefully as they are made by the children. See that each is spoken very distinctly and that the children recognize the initial sound of the type word. Give

frequent exercises connected with the type words and initial sounds: as, *a*, "apple," "ax"; *o*, "orange," "ox," "ostrich"; *u*, "up," "us," "uncle," "umbrella."

Ask the children to give the sounds in answer to these questions: What does baby say when she wants the apple? What does baby say when she sees the hot lamp? What does baby say when she wants to be taken up? Have the vowels written on the board where they can be plainly seen and connected with the letters as they are taught.

"Find *u* in the other words on this page. Sound the words. Find the word which rhymes with 'up'; with 'sun.' Find a word whose initial is *g*; *f*; *d*.

"Look in your book and find a word beginning with *u*. What is the next word on the page? Umbrella. Look at it hard so that you will always know it. 'Umbrella' is a big word. An umbrella is large for you to carry, and the word is long for you to learn. What is its first sound? Let us say together, 'When baby wants to be taken up he says *u*, and *u* is the first sound of "umbrella."'"

V. Suggestions for Seat Work.

1. Draw a picture of the umbrella.
2. Build "umbrella" with letters.
3. Make a list of words following captain *up*; captain *un*.

VI. Game.

Open an umbrella. Let a tall child hold it. All who can think of a word beginning with *u* may run under the umbrella and play that they are walking home from school in the rain.

## LESSON LXXIX. PAGE 87

I. PURPOSE OF THE LESSON.

Review and test; repetition of the sound of *u*, and drill on word building.

II. SUGGESTIONS FOR TEACHING.

Make the children do all the work, and, if possible, pronounce each word without any help. Tell them as little as possible. Let them describe the pictures, give the initial sounds, find the phonograms, name the leaders of the columns, give the initial, separate the words into initial and phonogram, make rhymes, and write words upon the board at the dictation of the other children. Let the lesson be a true test of individual power. Give each of the phonograms *un*, *um*, *ut*, *up*, *ust*.

Accept words which are correct even if sounds have not been taught by you. If the children have already mastered sounds without your help, do not resent nor fail to observe the contribution. Always praise individual effort. Give a star or prize or privilege of some sort to the child who can make the longest list in seat work, or write on the board the names of "leaders" who have done the best work.

III. SUGGESTIONS FOR SEAT WORK.

Copy lists of words from the page, using the letter boxes.

Choose words, copy them, and match them with rhymes in writing.

IV. GAME.

Choose sides, and review first the words on page 87, and then previous words. Teacher pronounces the word, child names the initial letter. A child who fails takes his seat. See which side lasts the longer.

## LESSON LXXX. PAGE 88

### I. PURPOSE OF THE LESSON.

Repetition of *h* and *u* for review, and drill on building words with phonogram *op*.

### II. STEPS IN THE DRILL.

1. Talk about the pictures and the words suggested by them.
2. Drill on *u*.
3. Review words beginning with *h*.
4. Read the sentence to note the vowel sounds.
5. Drill on the phonograms *op* and *ump*.

### III. CONVERSATION.

"What pictures do you find on the page? Point to the umbrella. Find the word 'umbrella.' What is its first sound? Find that sound in another word; at the beginning of a word.

"What do you see in the next picture? How many tops? What do you see in the picture besides the tops? What is the string for? Did you ever have a top? What could it do? Find the word 'tops.' Find 'spin.' Find 'hum.' Find 'and.' Who will read the sentence?

"Look carefully at the sentence below the picture of the tops. Find a word that has this sound in it, *o*; this sound, *i*; this sound, *a*; this sound, *u*. Find another word on the page having the sound *o*. Find a word that ends in *op*; another; and another. What is the initial of 'hop'? of 'top'? of 'hat'?

"Find the picture of the hat. Find the word 'hat'; add *s* to it; what have you? Find 'hut'; add *s* to it; what have you? Find 'top'; add *s*. Find 'hop'; add *s*. Find 'cup'; add *s*.

Find a word that ends with *ump*; a word that rhymes with 'jump'; another word that rhymes with 'jump.' What letters are alike in these three words?"

IV. Suggestions for Seat Work.

1. Draw the pictures of the tops on page 88.
2. Draw the open umbrella.
3. Make a list of words which contain the phonogram *op*.

V. Game.

Form a procession again. This time let the children join the procession who can recite one of the key sentences. As the procession marches around the room the children watch the teacher, who writes upon the blackboard one letter after another. Children make the sound indicated by the letter as they march, keeping time to the marching. All change the sound when the teacher erases the letter and substitutes another.

## LESSON LXXXI. Page 89

I. Purpose of the Lesson.

Review of sounds previously learned.

II. Suggestions for Teaching.

Children practice in the following order:

1. Recite the key sentence for each letter.
2. Tell the story of the picture.
3. Sound the type words.
4. Rapidly give the sound and a word containing it.
5. Make upon the board a word beginning with the given letter.
6. Sound the letter and name a word beginning with the letter.

7. For added review and drill teacher places letters upon the board. The children give the sound, tell the story connected with it, writing below the letter words containing it.

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This order may serve as a guide for rapid and complete drill upon pages similar to page 89. They serve to repeat, and thus to fix, the association of picture, story, type word, letter, and sound. After the sounds are thoroughly familiar to the child, the review will emphasize chiefly sound and letter. Watch to see when this mastery is complete.

## LESSON LXXXII. PAGE 90

I. PURPOSE OF THE LESSON.

To present and teach the letter *v* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

NOTE. If the children live in the city, they often see the electric cars. If they are not familiar with them, the teacher may describe one from a picture and from her own experience.

"How many like to ride in the electric cars? When the trolley gets off the wire, can the car go? What does the conductor do? When the trolley is on the wire the car can start. As it moves swiftly along the track you can hear it say *v-v-v.*

"Let us play that we are electric cars. We will run around the room lightly and say *v-v-v.* When I say, 'The trolley is off,' stop running and keep still. When I say, 'The trolley is on,' run again. Children may choose a conductor and ring the bell, to show the trolley is off.

"Give the sound of the car. Here is the letter that makes the sound. Make it with your fingers. Make it on the desk.

Make it on the board. Find the large letter; the small letter. They are just alike except in size.

"Underneath the picture of the trolley what other picture do you see? A little vase filled with violets.

"What is the first sound of 'vase'? Let us say together, 'The trolley says *v*, and *v* is the first sound of "vase."' Find another *v*. Find 'vase.' Find 'vase' with a capital letter; with a small letter. Sound the middle word at the bottom of the page. Sound the word above it. Who knows what a van is? Who has seen a van? What is the first sound of 'violet'?"

IV. Suggestions for Teaching.

Make the electric car as vivid as possible, both by example and by conversation. Let the children find the trolley, the wheels, the guard, the motorman, the passengers, the number of the car, the trolley rod, the electric wire, the track.

Be sure that the sound is made very clearly. Compare it with *f*. Ask the children to name other words beginning with the same sound. Place them upon the board. Let the children point out the initial.

V. Suggestions for Seat Work.

1. Draw a vase.
2. Make rows of the letter *v*.
3. Draw an electric car.
4. Build with letters "vase" and "van."
5. Copy all the words on the page.

VI. Game.

Play electric car. Use chairs in a row. Have children for passengers, the motorman, and the conductor with the bell. The children in their seats make the sound when the car is going and stop when the bell rings.

## LESSON LXXXIII. PAGE 91

I. PURPOSE OF THE LESSON.

Review of known sounds, and drill.

II. SUGGESTIONS FOR TEACHING.

"Here is fun for all of us. Who can tell what is in the picture? What a big, big shoe, and how many, many children! Whom do you see besides the children? What is the old woman doing? Do you think there is enough in that kettle to feed all those children? Does the ladle look big enough?

There was an old woman
Who lived in a shoe.
She had so many children
She did n't know what to do.

"Here is the old woman and here are her children. Here are the names of her children. Let us see if we can read them all. Who will be first to find one? another? another? another? Bertha may find a word beginning with her initial; John, a word beginning with his; Frank, a word beginning with his. I am looking for the child whose name begins with *L*, with *N*, with *R*. Tell me a word to rhyme with Ann's name; with 'Jill'; with 'Jack'; with 'Ned.' Let us put Dick at the head of a column of soldiers; then let us see what ones will follow him: 'Dick,' 'rick,' 'sick,' etc. Let us put a line of rhymes with 'Nell'; with 'Ned'; with 'Ben.'"

The children play that they are letters. Let them tell you their names.

III. SUGGESTIONS FOR SEAT WORK.

1. Build the names of the boys or girls with letters from the letter boxes.

2. Draw a picture of the shoe and fill it with the names of the children.

3. Copy ten names.

IV. GAMES.

1. Play the Old Woman in a Shoe. Let the teacher be the old woman in the shoe. The children ask for something to eat, sounding the name of the thing wanted. If they sound it correctly, the teacher will pretend to ladle it out, or serve it; if not, she will tell them that they can have none.

2. Review the proper names in this lesson by bringing out the lockets again, and having children select names to fit the initials. Each child who wears a watch or a locket, with its initial, can choose another to march with him in line, two by two.

## LESSON LXXXIV–LXXXV. PAGES 92–93

I. PURPOSE OF THE LESSON.

Review.

II. CONVERSATION.

"Here are baby's building blocks. He has never been to school and you must tell him the sounds of the letters. Point to the first block. What letter do you see on the top? on the front? on the side? What is the sound of the letter? Find the capital letter.

"On the back of the block which you do not see is a word beginning with *j*. Who can tell what the word is? What other word might it be?

"Find a block with *your* initial. What block might have 'orange' on the other side? 'violet'? 'nut'? 'vase'? 'clock'? 'kitten'? 'fish'? etc. Some one has put the blocks together; tell

me what word has been made. What sounds are in the word? Think of other blocks that we could put together to make a word.

"Think of names beginning with the capital letters that you see on the page."

III. Suggestions for Teaching.

Recall the picture stories and sounds associated with each letter. Each child may choose a block and name all the words beginning with his letter that he can think of. Let each child choose a block and call upon other children to name words beginning with the sound of his letter. Show the difference between the *I* and the small *l*.

IV. Suggestions for Seat Work.

1. Write a list of words beginning with one of the letters given on the blocks.

2. Find from the letter boxes all the letters on the blocks and place them in a row on the desk.

3. Draw a picture of a block, putting the letters upon it.

These exercises are to be done with the open book.

V. Game.

If you have blocks with letters, let the children make words from them; if not, play that each child is a block and that you are building words. Use the lockets or cards with the letters.

## LESSON LXXXVI. PAGE 94

I. PURPOSE OF THE LESSON.

To present and teach the letter *w* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"Little Mary was curled up in her warm bed. Jack Frost was painting the windows with pretty pictures; the stars and moon looked down and seemed pleased with his work. Mary was pleased, too, because she knew that Jack Frost would freeze the brook and the pond and then soon there would be skating. Soon she heard *w-w-w*. The windows rattled; the doors rattled; and the house itself seemed to move. 'Oh!' said little Mary, 'it is a very cold night. The wind is out to-night frolicking. He rattles the windows and doors and calls down the chimney. Perhaps he is trying to get in.' But she pulled the blankets closer around her and was soon fast asleep. The stars shone. Jack Frost worked and the wind blew and howled — *w-w-w*.

"Let us try to blow like the wind. Make it blow loud and then soft; loud and soft.

"Let us look at the picture. What does it tell you? That the wind is blowing. The curtain of the tent is flapping. The boy's hat is almost blowing away. The leaves are blown off the trees. The boy on the hill has lost his hat, and the wind is bending the little trees to the ground. You can almost hear the wind. Listen — *w-w-w*. Find the letter that stands for the sound. Sound it softly and clearly.

"Find the picture beneath the larger picture. What is it? All of you have seen the wings of birds. Find the word 'wing.'

Find its first letter. Sound this first letter. Sound it again; the big letter; the small letter.

"Let us say together, 'The wind says *w*, and *w* is the first sound of "wing."'"

IV. Suggestions for Teaching.

1. Have other pictures that suggest the blowing of the wind, kites, or sails, or clothes hanging on the line. Children find the signs of the blowing wind and say *w-w-w*.

2. Write the letter and the type word on the board. Children find both letter and word on the board and in the book.

3. Have the children find the initial in the other words, and, if possible, sound each word independently.

4. Think of other words beginning with *w*, as "will," "wish," "want," "went," "wise," "well," "wet," "wind," "with," etc. Put every suggested word on the board, underlining *w*.

5. Teach the children to recite or sing the verse:

> Who can see the wind?
> Neither you nor I,
> But when the trees bow down their heads,
> The wind is passing by.

6. Recite the key sentence for each letter at the bottom of the page.

V. Suggestions for Seat Work.

1. Draw a picture of the wing and write its name beneath it. Place the *w* at each side, as on page 94.

2. Draw a picture of the tent on page 94.

3. Make on paper a list of words beginning with *w*.

4. Write five words beginning with one of the letters given in the last line.

VI. GAME.

Play that the wind is blowing. Let three or four boys and girls represent the wind, running about and making the sound. Others in their path blow away, or wind their wraps about them to keep out the wind, or pretend to hold their hats on. The wind rattles the curtain, blows paper out of the room, etc. Be sure to associate the sound with the play.

## LESSON LXXXVII. PAGE 95

I. PURPOSE OF THE LESSON.

Review and drill, particularly in the use of *w*; practice in word building.

II. SUGGESTIONS FOR TEACHING.

Children find everything in the picture. Find the *w* and make the sound. Recite the key sentence.

Sound the words beginning with *w*, at the side of the picture, first giving the sounds separately; second, with the initial and phonogram. Name a rhyme for each word: as, "wet," "pet"; "wit," "sit." (There will be no rhyme for "web.")

See who will be first to sound the words in the next group. The teacher gives the final sound of some word and the children find the word on the page. Put some of the words into sentences, speaking the sentences very clearly. Ask several children to sound slowly every word in the list.

Use the different words as examples of their group: as, "w ing," "s ing," "r ing," etc.; or "w est," "n est," "b est," etc.

Make a list of the phonograms indicated on the page, as *in*, *ill*, *ick*, *ish*, etc. Ask children to tell a word in which a given phonogram is found.

Review the words beginning with *v*.

Pronounce rapidly and accurately the entire list of words at the bottom of the page.

III. Suggestions for Seat Work.

Make a list of soldiers headed by "wing," "van," "pin," or "well."

IV. Game.

Play that all the letters are animals, which are to be put into the zoo. In this case the animal is known by the sound he makes, and each child may make the sound of some letter. Several "catchers" may be appointed to run after given animals; when caught, they must stay in the zoo corner, making the sound of their letter.

## LESSON LXXXVIII. Page 96

I. Purpose of the Lesson.

To present and teach *ee* and the sound of that phonogram.

II. Steps in the Lesson. (See card and page 8.)

III. Telling the Story.

"When mother went into the pantry she found that somebody had nibbled her bread and cake and cheese. Father said, 'We must set a trap to catch the robber.'

"So father and mother set the round trap in the pantry and put some cheese inside. Next morning two little prisoners looked out from the trap with their bright eyes. They were very much frightened and said *ee-ee-ee*. 'See,' said mother, 'here are the little robbers,' and the little mice answered *ee-ee-ee*.

"Find *ee* beneath the picture. Who knows the letters that we see here? We call them 'double *e*.' Make the sound that the

mice made. Find the letters that stand for the sound. Find the big *E*. Find the little twin letters.

"Who knows the picture beneath the large picture? It looks like a snake, but it is an eel. He is swimming about in the water. Speak the initial sound of his name. Let us say together, 'The little mice in the trap say *ee*, and *ee* is the first sound of "eel."'"

IV. Suggestions for Teaching.

Have the children find the twin letters wherever they can. If possible, sound and pronounce each word. See who can pronounce the most words without help. Recite the key sentence.

"What letter shall we use to make *ee* into 'bee'? 'see'? 'lee'? 'fee'? 'wee'?"

"What letter shall we use to make 'eel' into 'keel'? 'heel'? 'peel'? 'reel'?"

"Sound slowly 'meet,' 'm-ee-t.' What is the first sound? the last sound? Sound 'beet,' 'feet'; now the hard word 'street.'"

Proceed in the same way with the *eep* column. Do not leave the page until every child can pronounce every word upon it. The test is to pronounce the word promptly, clearly, and accurately.

Build upon the phonogram *ee*, in this manner:

| | | | | |
|---|---|---|---|---|
| ee | ee | ee | ee | chee |
| eel | eem | een | see | cheer |
| eels | seem | seen | sees | cheek |

V. Suggestions for Seat Work.

1. Draw a picture of the mice or the eel.
2. Make columns of soldiers following captain *ee* or captain *eel*.

VI. Game.

Dramatize the experience of the mice in getting into the trap. A ring of children serve as trap. Something is used as bait. The trap snaps after the mouse creeps in. The mouse cries *ee-ee-ee*.

## LESSON LXXXIX. PAGE 97

I. PURPOSE OF THE LESSON.

To present and teach *qu*.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"It was a warm day; the hens burrowed deep in the sand, the little chicks hid away from the heat of the sun, under the hen mother's broad wings.

"Only the ducks were happy and cool. They knew where the little brook widened out into a deep pool under a broad willow tree.

"Here they went, and splashed and dived in the cool water, and after their swim they waddled out on the soft mossy banks, softly quacking to each other with delight. This is how it sounded — *kw*, *kw*, *kw*; *qu*, *qu*, *qu*.

"They are not very polite. They all talk together, but they do it so softly that we will not complain.

"It takes two letters to make that soft sound. Here they are. I will make them, and you may give the sound — *qu*, *qu*, *qu*. Look at this first letter. He is a strange little fellow. Let him stand all alone and he makes no sound; but his brother *u* rushes to help him, and together they say *qu*, *qu*, *qu*.

"Play that here is the deep pool. If you sit quietly, you can almost hear the little ducks as they waddle round and oil their feathers and talk to each other — *qu*, *qu*, *qu*, *qu*.

"Point to the letters under the picture. Give the sound of these letters. Find the letters somewhere else.

"Here is a grand lady. We call her a qu een. Find her name. Sound it. Let us say together, 'When the ducks begin to talk they say *qu*, and *qu* is the first sound of "queen."'"

IV. Suggestions for Teaching.

As *q* has no sound of its own it is best taught with its constant companion *u*, the two together having a sound equivalent to *kw*, when *qu* is the initial sound in word or syllable.

The best illustration is obtained from the soft quacking sound made by young ducks. It is best obtained by whispering.

Insist that the sound shall be made very softly, or the effect of the *kw* will be spoiled.

Slowly pronounce "qu ick," "qu ack," "qu ite," "qu eer," "qu een." Write these words on the board. Children find and sound the *qu*.

V. Suggestions for Seat Work.

1. Copy from the blackboard *qu*, *Qu*, and "queen."
2. Select *qu* from letter boxes.
3. Build with letters "queen," "queer," "quick," "quack."
4. Draw a picture of a duck.

VI. Game.

Play farmyard, choosing animals, including the barnyard fowls, to make sounds. Place them in pens, where they call for their supper, making the sound of some letter.

## LESSON XC. PAGE 98

### I. PURPOSE OF THE LESSON.

Review and test.

### II. SUGGESTIONS FOR TEACHING.

"Tell me what you see in the picture. John may choose a picture and tell me about it. [John chooses the picture at the bottom of the page.] What is it? Sound his name. Where is the frog sitting? Sound 'log.' What is growing beside the log? Sound its name. What can the frog do? Let us find one word that tells. John may have the first turn. 'The frog can see.' Show us the word 'see.' Sound it. Find 'can.' What is its first sound? last sound?

"Mary may choose a picture. [Proceed as with John's.]

"See if you can find all the things that the dog can do. Sound the words. See what things the boy can do. Who will be first to sound the words?

"I see a word on the page beginning with *r*, find it; with *s*, find it; with *h*, find it. Find the picture of some one who can r un, h op, c lap, etc. Find each of the following letters in a word: *m*; *t*; *p*," etc.

### III. SUGGESTIONS FOR SEAT WORK.

Make with letters lists of words which show what the boy can do; what the frog or the baby can do.

### IV. GAME.

A child has chosen to act a word which the teacher whispers to him. The children guess the word and sound it, as "h op," "c lap," "s wim," "r un," "s tand," "s ee," etc.

## LESSON XCI. PAGE 99

I. PURPOSE OF THE LESSON.

Review of phonograms and vowels.

II. SUGGESTIONS FOR TEACHING.

"Here are children playing a game. Who can tell what the game is? How many children are there? Where are they? Let us play that they are words and are dancing about here and there, in and out. See the letters all over the page. Let us play that they have been dancing and now are sitting down to rest. Let us learn the names of the words that they make as they sit together. Find me a word. Sound it for me. What is the initial? What is the phonogram? What letters have come together to make the word? First children may play that they are the letters to make the word. They may skip out to the front of the room. *S* may come; *k*; *i*; *p*. Now arrange yourselves in order. [Proceed in the same way with the other words.]

"Here are letters in a line. Who can sound them? Who can name them?

"These words are workers. We call them vowels. If you look in your reading book, you will find one of them in almost every word you see. What vowel is working in the first column of words at the bottom of the page? What letters are helping *a* in 'cat,' 'bag,' 'sat,' 'cab'?"

Lead the children to look for the vowel in every word. See who will be first to recognize the phonogram and to make other words from it. Make a long list on the board for rapid combination of initial and phonogram. Place a row of consonants on the board and then pronounce with the vowel, as "at," "am," "an." Change the vowel, retaining consonants. Pronounce rapidly.

Name the children with sounds already known. For this have the lockets or watches labeled with the large letter. Ask children for a word and the necessary letters come forward. It will soon be evident that a vowel is needed in every word.

III. Suggestion for Seat Work.

Build lists of words containing one of the phonograms.

IV. Game.

Choose five children to represent the vowels. Let them dance like the children in the book. Each one gives his name and then sings, repeating the sound as he dances. Let one stand in the middle while four dance around. The one in the middle sings:

Ring around a rosy,
A pocketful of posies.
Hurrah! hurrah!
We all use ă.

The children all say *a* as many times as the teacher requires. *A* then leaves his place in the center, and *E* takes it. The children sing the lines, saying, "We all use ĕ." Then *I* takes the place of *E*; and so on.

## LESSON XCII. PAGE 100

I. PURPOSE OF THE LESSON.

To present and teach the letter *y* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"'*Ding, dong! ding, dong!* Scissors to grind! Bring all your dull scissors and I will make them sharp.' This is the cry of the scissors grinder.

"Here is a dull pair, Mr. Grinder. Make them sharp for me.

"Listen; he turns his wheel and places the edge of the scissors on the stone. Round goes the wheel. The scissors seem to cry as they are sharpened. They say *y-y-y.*

"Here is a picture of the scissors grinder. See his wheel. He turns the wheel with his foot. See the grinder. See the children watching him as he works. They listen to the cry of the scissors — *y-y-y.* Make the sound as I made it and as the scissors made it — *y-y-y.* Say with me, 'When the scissors are being sharpened they say *y.*'

"Here is another picture. What do you see first of all? Yes, the clothes are hanging on the line and blowing in the wind. There is a tablecloth, and a napkin, or a towel. Where is the line? Where are the clothes hanging to dry? Yes, in the yard. Find the word 'yard.' What is its first sound? Find the big letter; the small letter. Let us say together, 'When the scissors are being sharpened they say *y*, and *y* is the first sound of "yard."'"

IV. SUGGESTIONS FOR TEACHING.

Play that the wheel is going round. Move the hand to represent the moving wheel and make the sound *y.*

Sound "y ard," "y ear," "y et," "y oung."

Find other words on the page beginning with *y*. The name of the letter is *y*. Sound "y et," "y ell." Separate them into initial and phonogram.

Look at the letters in the last row. Make the sound that each group stands for. There are two letters working together in each of these sounds. What word begins with *qu*? with *ch*? What word ends with *ck*? with *sh*? Now find a word that has the *y* sound in it.

NOTE. This is a difficult sound. Make it clearly and be sure that the children repeat it correctly. *Y*, when it is the first letter of a word, is a consonant, as in "yes," "yard," "you." When it is at the end of a syllable it is a vowel and varies in sound according to the length of the word, or according to the accent. To think it correctly and speak it clearly, pronounce the last part of the word, then prefix the initial sound: as, *ard*, "yard"; *ell*, "yell"; *es*, "yes"; *ear*, "year." This shows the sound value of the *y* and the change in the position of the tongue in making it.

In making the sound of initial *y* the position of the mouth and tongue is similar to that assumed for *ēē*; but as the sound is made, the middle of the tongue is slowly raised. Practice carefully.

At the end of short words, as "my," or at the end of an accented syllable, as in "reply," *y* is long. At the end of an unaccented syllable *y* is short, as in "baby," "necessary," etc. This book presents only the consonant, or initial, *y*.

V. SUGGESTIONS FOR SEAT WORK.

1. Build with letters the words on the page.
2. Make words beginning with *y*.
3. Make a yard with pegs and inside the yard build a word which you know.

VI. GAME.

Play scissors grinder.

## LESSON XCIII. PAGE 101

I. PURPOSE OF THE LESSON.

To present and teach the letter *x* and its sound.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"Here is a big engine with its train of cars. It is almost as tall as the side of the station. It has drawn the heavy train to the town and now it is waiting at the station so that the people may get off from the cars and others may climb in. The baggage man must put a trunk on the train, and some trunks are being thrown off.

"The fireman is watching to see how soon the engine may start. The conductor is about to say 'all aboard.' When the engine is running it says *ch-ch-ch*; we remember the sound. When the engine stands still the steam rushes out. Then the engine seems to breathe as if it were tired, and as it breathes we hear the sound of the steam coming in short puffs from its pipes, making a sound like this — *x-x-x*.

"Let us make the sound that the engine makes when it is waiting at the station. Harry and James may be two locomotives. First you may rush through the gate, saying *ch-ch-ch*. Then slow up at the station. The station may be my desk. Now let off steam and stand still, saying *x-x-x*.

"Let us all play that we are the engine, moving fast and saying *ch-ch-ch*. Let us play that we are standing at the station, making the tired sound — *x-x-x*.

"Find under the picture the letter that stands for the sound. What is the sound of the letter? Its name is *x*. Find the large letter; the small letter. It looks like a sawhorse.

" Who knows the other picture on the page? Yes, it is a fox. See his big tail. See his cunning eyes. He can run very fast. He is very sly.

" The mother hen is afraid when she knows that the fox is near. ' Cluck, cluck,' she says; ' keep close to me; do not run away.' ' Why not?' say the little chickens. ' We like to see what is in the field. We like the woods. We want to get the beetles and grasshoppers.' ' Yes,' says the mother, ' but the sly fox is there and he will catch you.'

" The sly fox hears the mother and he says to himself, ' Never mind, they will forget and I shall get them yet.'

" Who wanted to get the chickens? What was his name? Find the word ' fox.' What is the last sound in the word? It is the sound that the engine makes. Let us say together, ' The engine, when it waits for you to get on the train, says *x*, and *x* is the last sound of " fox." ' "

IV. Suggestions for Teaching.

*Ch* has already been given for the engine or locomotive sound, standing for the sound made by the engine in motion. When the engine draws up at the station and lets off steam it gives the hissing sound expressed by the sound *x*. Let the class distinguish the difference between the sound of the engine in motion and the sound of the engine at rest. Teach them to feel the difference in throat and mouth when they are making the two sounds. Change frequently from one sound to the other.

Find *x* in " fox," " tax," " wax," " ax," " fix," " vex." Build the words in lists according to the vowels. Show that the sound of *x* is like *cks*, as in " kicks " or " sticks." They have the same final sound. The letter *x* is a short way of writing the sound for *cks* or *ks*.

V. Suggestions for Seat Work.

1. Build from the letter boxes words containing *x*.
2. Write or print *x* on cards or on the blackboard.

VI. Game.

Play locomotive, changing the sound as required.

## LESSON XCIV. Page 102

I. Purpose of the Lesson.

Review and drill.

II. Suggestions for Teaching.

"Who will be first to find a picture of the fox? of the engine? of the ox? What is the sound that the engine makes when it is waiting at the station? Hear the same sound in 'ox'; in 'fox.'

"See the long lines on the page. Sound the letter at the top of the line. Sound the letters at the right side of the line; at the left side. Play that the *M* reaches over the line and takes 'ax' by the hand. Sound the word. Let *w* reach over. What is the word? Let *t* reach over. Continue with the other groups."

Let two children stand for *ax*, *ex*, *ix*, and *ox*. Bring up other initials to stand beside them, and have the class sound the words.

III. Suggestion for Seat Work.

Build from the letter box the words given on the page.

IV. Game.

Play fox and chickens. Let the chickens run away from the fox. The fox tries to catch the chickens and slips up close to them. A boy sees him coming and cries, "There is the fox." Then the children all say together—*x-x-x*. Vary the game in one form or another to secure the frequent repetition of the *x* sound.

## LESSON XCV. PAGE 103

I. PURPOSE OF THE LESSON.

To present and teach the sound of *ng*.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"Listen to the bell. [Teacher strikes her bell.] Mary may come and listen. Do you hear any sound after the bell stops ringing? John may try it. Kate may try it. All the children hear the bell say something. It seems to say *ng-ng-ng*. [Hold this sound.] I will strike the bell and go from desk to desk so that you may hear the sound. Listen quietly.

"This is a small bell. Who has seen a bigger one? Where is it? Yes, in the tall steeple of the church. High up in the church steeple the big bell rings — *ding, dong! ding, dong!* The fire alarm strikes in the tower of the engine house. The fire horses come tearing down the street. They ring the bell on the great engine — *ding, dong! ding, dong!* Let us make the sound like the fire bells — *ding, dong!* What is the last sound? Look in the picture. Find the church tower. Who can see the bell? What is the sound that the bell is making? Say it — *ng-ng-ng*.

"Find the letters that stand for the sound. They are letters that work together. Say *ng-ng-ng*. We have seen these letters before. When *n* and *g* work together they say *ng-ng*.

"Find the other picture on the page. Who knows what it is? Yes, it is a school gong. Listen to the word. What is the initial sound? What is the last sound? Not *g*, but *ng*. When the gong rings we must stop our play and run to school. What does the church bell say? What does the gong say? Let us say together, 'The bell says *ng*, and *ng* is the last sound of "gong."'"

IV. Suggestions for Teaching.

Show carefully that this is not *n* and *g* but *ng*, a completely different sound. In attempting to analyze words containing *n* and *g* you will find that the children will first think of them as separate sounds. If necessary, tie them together by a curved line.

Let the children listen to the sound of the bell and learn to speak it very clearly with open mouth. Sound "ring," "thing," "ding," "dong," "ling," "king," "hang," "long," "sing," etc. Let the children discover that the sound comes at the end of a word. Call attention to the phonograms *ing*, *ang*, *ong*, *eng*, *ung*, showing them in familiar words. Sound and pronounce all the words on the page, separating them into initial and phonogram.

V. Suggestion for Seat Work.

Make lists of words ending in *ng* or containing *ang*, *ing*, etc.

VI. Game.

Play fire bell and fire alarm, letting four or five chosen children make the sound of the bell.

## LESSON XCVI. Page 104

I. Purpose of the Lesson.

Review of *u*, *v*, *x*, *y*, and *ng*.

II. Suggestions for Teaching.

These are difficult sounds and need especial attention. They are therefore grouped together in review. Have the children repeat the key sentence suggested by the picture; name the type word; name other words beginning with or ending with the given sound. They will find few words containing *v*, and few ending with *x*. The *y* should be used only as the initial *y*. Give repeated drill on *ng* with new lists of words.

## LESSON XCVII. Page 105

I. Purpose of the Lesson.

Review of letters and phonograms.

II. Suggestions for Teaching.

Proceed as in former exercises. Insist upon rapid recognition, clear enunciation, and quick suggestion of words beginning with the given initial or ending with the given sound.

## LESSON XCVIII. Page 106

I. Purpose of the Lesson.

Review of vowels; drill in analysis and blending of words.

II. Suggestions for Teaching.

Find the given vowel in different words. Suggest other words containing it. Separate each word in the block into its parts and combine again. At the same time ask for words which rhyme with the given word. See how much the children can do for themselves. Go rapidly over the page, naming the initial and having the children add the necessary phonogram to complete the word. See if hearing the initial always causes the children to find a word beginning with the given letter. If not, more drill is needed.

III. Suggestions for Seat Work.

Draw squares and put words in them containing the given vowels.

IV. Game.

Make a large square on the board and divide into nine smaller squares. Place a vowel in the middle square and let the children fill the squares with words, as on page 106.

## LESSON XCIX. PAGE 107

I. PURPOSE OF THE LESSON.

To present and teach the sound of *o* or *o͞o*.

II. STEPS IN THE LESSON. (See card and page 8.)

III. TELLING THE STORY.

"How we love winter! We can hardly wait for the snow to come and cover the ground so that we can slide. The cold freezes the pond so that we can skate. Look in the picture and tell me whether winter has come. How do you know? Yes, the pond must be frozen, for the children are wearing skates. You can see the snow on the trees. Is it warm or cold? Very cold, I think. What makes you think so? Because the boy is covering his ears and so is the little girl. She seems to be saying *o͞o-o͞o*. What do you say when you are very cold? Find the letters that stand for the sound that you make when you are cold.

"Find the other picture on the page. What is it? A spoon. See if you can find the word 'spoon.' See if you can find in it the letters that stand for the cold sound. Let us say together, 'When we feel cold we say *o͞o*, and *o͞o* is in the word "spoon."'"

IV. SUGGESTIONS FOR TEACHING.

"You remember the twin letters *ee* that always speak together. Here are other twin letters. You know the letter *o*. You have known the sound that the baby makes when she reached toward the hot lamp. But these *o*'s stand together and they say *oo*. Find *oo* in another word. Sound the word. Which word do you know? Which word have you seen before? 'Moon.' We will write it under 'spoon.' Find another word with the *oo* sound; another; and another. I can see a word that names something that we wear. What is it? A word that names something that

we eat with. A word that tells us how the water feels when we wash our hands. A word that names something that we wind thread on. Who will be first to speak the word that begins with *s*? with *t*? Find the letters for the sound *oo*. Repeat, 'When we feel cold we say $\overline{oo}$, and $\overline{oo}$ is in the word "spoon."'"

Have the children sing their Jack Frost song. If possible, have other pictures showing cold weather. Write the *oo* in large letters on the blackboard and on cardboard.

The diacritical marks need not be mentioned until short $\breve{oo}$ is introduced, when comparison of the sounds makes it necessary.

V. Suggestions for Seat Work.

1. Copy the words on the page.
2. Draw a spoon.
3. Make a list of words rhyming with "spoon."

VI. Game.

Let a group of children run from the room and, returning, play that it is winter; let them make sounds to show that they are very cold — stamping their feet, shaking their hands, rubbing their ears, and saying *oo-oo-oo*.

## LESSON C. Page 108

I. Purpose of the Lesson.

To present and teach the sound of short o͝o.

II. Steps in the Lesson. (See card and page 8.)

III. Telling the Story.

" Mary loves to do what her mother does. On Saturday when she is not in school she watches her mother make a cake. Mother puts in sugar and butter and eggs and flour and milk, stirs them together, and bakes them in a pan. Sometimes she reads in a book something which tells her what to do next.

" Mary wants to do the same thing, so she ties on her checkered apron, gets a big spoon, finds a book, and, going to the table, says, 'I am learning to cook.'

" Find the book which will help Mary to cook. What is lying on the book? Yes, a spoon. Here is the word 'spoon'; here is the word 'book.' Do you find anything alike in both words? Yes, we see two *o*'s in 'spoon' and two *o*'s in 'book.' Listen and see if they sound alike: 'sp o͞o n,' 'b o͝o k'; 'sp o͞o n,' 'b o͝o k.' The two *o*'s say o͝o in 'book' and say o͞o in 'spoon.' When we want them to say o͞o we put the straight mark above them; when we want to be sure that they say o͝o we put the curved line above them. Find the *o*'s with the curved line; find the *o*'s with the straight line. Which one is in 'spoon'? Which one in 'book'? Give me a word that rhymes with 'book'; another; another. Give me a word that rhymes with 'spoon'; with 'cool.' Find the other words on the page. See if you can pronounce them.

" Turn back to page 107. Find the straight mark over 'spoon.' What is it there for? What mark shall I place over *oo* in 'book'? in 'cook'? in 'foot'?"

IV. Suggestions for Teaching.

The words "book" and "spoon" should suffice to teach the difference between *o͝o* and *o͞o*. In developing these sounds the diacritical marks may be used, the breve indicating the short sound and the macron the long sound. Make a list of words containing these sounds. The children will soon become familiar with them and it will not be necessary to continue their use. In presenting the diacritical marks we may well present the terms "long sound" and "short sound" — the long *oo* and the short *oo*. It is not essential to emphasize this, for we are not yet ready to impress this point.

One important thing taught in this lesson is that the same sign, *oo*, stands sometimes for one sound (*o͞o*) and sometimes for the other (*o͝o*). If we want to be sure which is which, we use the sign, just as the mother sometimes ties a pink ribbon on one twin and a blue one on the other.

V. Suggestions for Seat Work.

Copy the words on the page. Draw the book and the spoon, writing the name under each and using the right mark for the *oo*.

VI. Game.

Play the old letter game. The children volunteer to give their names and to tell where they may be found. "I am *ă*. You will find me in 'apple.'" "I am *l*. You will find me in 'lily.'" "I am *o͞o*. You will find me in 'spool.'" "I am *o͝o*. You will find me in 'book,'" etc. As fast as a child presents a sound let him stand in line until the entire class is standing; then all run about the room, clapping their hands.

## LESSON CI. PAGE 109

I. PURPOSE OF THE LESSON.

Review and drill.

II. CONVERSATION.

"What do you find on this page? Tell me all about the children. Name the boy who is playing with his blocks. What block has he placed on top of the pile? Sound the letters which you see on the block. Sound the letters on the block below; the blocks that are on the floor. Put your finger on the *x* block; on the *k* block; on the *a*; on the *r*.

"Baby has been playing with his rattle, but now he is watching his brother build with his blocks. What is he saying? Perhaps it is *ŏ*, and he thinks he is saying block. Big brother has left his Teddy Bear for his blocks. He wants to go to school and to read from a book. The blocks will help him.

"Find the other blocks on the page outside the picture. Point to the blocks as I sound the letters. Show me your page with your finger on the block: *s*, *c*, *p*, *a*, *f*; *l*, etc.

"Find the letters for these sounds, *m o p*. What word do they make? *N a p*; what word? *C a p*, *s a p*, *r a p*, *c a n*, *m a n*, *s a s h*, *r a s h*; *m a s h*. Find the words at the bottom of the page. What blocks must we put together to make 'flag'? to make 'fish'?

"Look at the top of the page. Sound the first word; the second; the third. Name as fast as you can other words ending in *n*; in *p*; in *g*. Name other words beginning with *r*; with *c*. Take out the *a* and put in *u*. See what words you can make. I will write them on the board. Let us see how long a column we can make."

III. Suggestions for Seat Work.

Draw a figure as on the top of page 109, and fill with words which can be made from the blocks on the page.

IV. Game.

Play that the children are blocks. Stand them in groups, making words, until all of the class have been placed. Wear the lockets if you have enough of them; or have circles of thick brown paper with the letters upon them. If these can be had in abundance, they will afford material for many games.

## LESSON CII. Page 110

I. Purpose of the Lesson.

To present and teach the sound of *oy* and *oi*.

II. Steps in the Lesson. (See card and page 8.)

1. Teach *oy* in the usual order.
2. Show that *oi* has the same sound.

III. Telling the Story.

"The oyster man is walking through the streets. There is a long wooden yoke over his shoulders, something like the yoke that the oxen wear. From the yoke two pails hang down. They are filled with nice juicy oysters. As he walks through the streets he calls, '*Oy*, *oy*, *oy*, oysters. *Oy*, *oy*, *oy*.' Mother comes to the door to get some oysters for the children. Baby clings to her skirts. All along the street women open their doors so that they may be sure to get the oysters when the old man comes along. Hark! he is coming nearer. Hear him call — *oy*, *oy*, *oy*. See if you can call as the old man does — *oy*, *oy*, *oy*.

"Find the letters that stand for the sound. Name them both. When they stand together they say *oy*. What is the picture

underneath the large picture? Yes, it is the oyster. You can see half its shell. Find the word 'oyster'; find the *oy*. Let us say together, 'The oyster man says *oy*, and *oy* is the first sound of "oyster."'"

IV. Suggestions for Teaching.

"Find *oy* again on the page. Sound the word below it. Sound the first word in the next column. Make it mean more than one toy. Sound 'joy,' 'joys.' Sometimes when the ship is sailing the men call out to another ship passing by, 'Ship ahoy! ahoy! ahoy!' What is the last sound of 'ahoy'? Find *oy* in the beginning of a word; at the end of a word.

"Look in the second box at the bottom of the page. What two letters do you find in the first column? The word beneath these letters is 'oil'; pronounce it. Sound the word below — 'boil'; the next one — 'boils.' See if you can make out the other words in the box — 'toil,' 'toils'; 'soil,' 'soils.' Listen while I say 'boy,' 'oil'; 'boy,' 'oil.' What sound do you hear in both words? What letters stand for the sound in 'boy'? What letters stand for the sound in 'oil'?

"Find *oi* in 'boil.' What are the letters? Find *oy* in 'joy.' What are the letters? Find *oi* in 'soil.' What are the letters? Find *oy* in 'toys.' What are the letters? Say with me: 'Sometimes *o* and *i* stand side by side. They have the same sound as *oy*.'"

V. Suggestion for Seat Work.

Build four words containing *oy* and four containing *oi*.

VI. Game.

Play oyster man. Let the aisles be the streets. Children wait for the oyster man, who appears, if possible, with pails and perhaps the yoke, calling *oy, oy*. The children buy, pay, and at last a group of little ones follows him, calling with him, *oy, oy, oy*.

## LESSON CIII. PAGE 111

I. PURPOSE OF THE LESSON.

Review, and drill on *oy* and *oi*.

II. SUGGESTIONS FOR TEACHING.

"Find the picture of the oyster man. Hear him calling, calling. What is he saying? Find the sound he is making. Find the picture of the oyster. What is the first sound in its name?

"Who knows where the oyster lives. Does he live alone? No, a great many hundred oysters are fastened to the same rocks or are sunk in the sand and mud together. They live down under the salt water. Find *oy*. Find 'oyster' on the page. See the letters that want to take hold of hands with *oy*. Let *oy* take hold of hands with *t* across the line. What word do you get? With *b*; what word? With *j*; what word? Let *oys* take hold of hands with *t*; with *b*; with *j*. Let us see how many words we know.

"Find 'oil' again. What are the first letters in 'oil'? Find 'oil' somewhere else on the page. Let it take hold of hands with *c*; with *b*; with *t*. Find 'oils.' How do you make 'oils' out of 'oil'? Let *t* take hold of hands with 'oils.' Let *b*; let *c*. Let us see how many words we know. Find the hardest word on the page. How did you know it? Find the next word on the page. Tell me all the sounds in it. Go to the blackboard. Make 'oil' out of *oi*. Make 'boil' out of 'oil.' Make 'boils' out of 'boil.' Make 'toy' out of *oy*. Make 'toys' out of *oy*. Make 'boy' out of *oy*."

NOTE. If the teacher has *oy* on a card, the letters being as large as the ordinary print upon the blackboard, the cards can be slid up and down the column from letter to letter, showing the different combinations. This will give variety. The same device can be prepared for other phonograms.

Lead the children to take pride in mastering a word like "annoy," all the sounds of which they know. Show them how to build this word out of known elements. They will readily get the notion of separating an unknown word into its elements and will take pride in mastering the new form. Use capitals frequently in drill (see "Join").

III. Suggestions for Seat Work.

1. Have captain *oy* lead a company and captain "oil" lead another.

2. Make two lists of words on paper. See who will have the longest and best lists.

IV. Game.

Put the oyster man in one part of the floor, the oil man in another. The oyster man calls, "*Oy*, *oy*, oysters." The oil man calls, "*Oi*, *oi*, oil." Each child joins a group, giving a word to which he rightly belongs. "I am 'toy.' I will stay with the oyster man." "I am 'coil.' I will stay with the oil man." Since the number of available words is limited, a word may be used by different children, care being taken always to have the word correctly given. This will call for the use of the blackboard by the teacher when mistakes are made. These games should help the class in reading and, later, in spelling.

## LESSON CIV. Page 112

I. Purpose of the Lesson.

To review *o͞o*, *oi*, and *oy*.

II. Suggestions for Teaching.

Work for rapid recognition, first, of the separate phonograms; second, of words containing them.

Give many words containing the review phonograms. Write them upon the board and have the class sound them. Children

find "spoon," "spool," "toy," "joy," etc. Let the class find the given phonogram in these words and in other words also.

Let the children select an illustration on the page of the book and give the type word; let others give the phonogram. A child says, "I am 'toy.'" Another replies, "I shall find *oy* in you." The teacher says, "I am 'spool.'" The children say, "We shall find *oo* in you." Repeat the phonogram in columns, and build words, adding and prefixing letters.

Separate the words in each column into initial and phonogram. Show what is placed with *oon* to make "coon," "soon," etc. Write on the board as long a column of words as possible, each word (suggested by the children) containing one of the phonograms on the page. Let the children aim to get twenty-five, thirty, or thirty-five words. Stimulate rivalry, activity, quickness, and accuracy.

If one group does this more easily than another, give busy work to that group or some occupation at the table, and take the slower group, securing from each child some contribution.

III. Suggestions for Seat Work.

1. Copy the columns of words on the board, placing at the right of each word the familiar phonogram which it contains — *oy*, *oi*, or *oo*. These should be written on the board for reference.

2. Copy the last half of page 111.

IV. Game.

Form a march, going in pairs. Children are paired according to suggested words containing the same sound, represented by the same letters: "oil," "coil"; "joy," "toy"; "spoon," "noon," etc. As fast as a child suggests a word, the teacher calls for its mate. Then the two children who have paired, or mated words, join the procession.

## LESSON CV. PAGE 113

### I. PURPOSE OF THE LESSON.

Review of *qu*, *ow*, *ee*, *w*, and *h*.

### II. SUGGESTIONS FOR TEACHING.

These sounds have been selected because they have not been repeated so often as the sounds which were earlier taught.

Work for quick recognition of the picture, the type word, the sound, the letters. Have immediate association of the letter and the sound.

Have the children speak each sound clearly and distinctly, then make the key sentence, "The mice in the trap say *ee*, and *ee* is the first sound of 'eel.'"

Print the type words upon the board with other words beginning with or containing the same sound: as, "queen," "queer," "quick"; "owl," "fowl," "howl"; "eel," "feel," "see"; "umbrella," "cup," "mug"; "wing," "win."

### III. SUGGESTION FOR SEAT WORK.

Choose a letter or phonogram from the page and make or write six words containing it.

### IV. GAME.

Play any of the games suggested by the pictures, as scissors grinder, mice in the trap, or a windy day.

## LESSON CVI. PAGE 114

I. PURPOSE OF THE LESSON.

To present and teach the sound *ow* and *ou*.

II. STEPS IN THE LESSON.

Teach *ow* in the usual order and then show that *ou* may have the same sound.

III. TELLING THE STORY.

"Little Mary was walking in the garden. There were flowers in the garden. There were peas and beans and potatoes growing there, and there were beehives standing against the fence. Mary had forgotten the bees. She was thinking of the flowers.

"She saw a pretty blossom that she wanted; she ran to pick it, but dropped it at once and cried with pain.

"Why did she drop the pretty flower? What was in the flower? Yes, it was a bee. The bee was frightened when he felt Mary's hand. He tried to get away, and stung Mary. Poor Mary and poor bee! What did Mary do then? Yes, she ran as fast as she could, crying with pain. She dropped her doll. Find Mary running away. Find in the picture the bee that has stung her. See the beehives and the tree and the fence. Find the clover that the bees love to eat.

"What sound do you think Mary made when she was hurt? What do you say when you are hurt? *Ow-ow-ow.* Find the letters that stand for the sound. What are the letters? When they stand together they often say *ow.* Let us say together, 'When we are hurt we say *ow.*'

"Here is a wise old bird that lives in the woods. He does not like the bright sun, but he loves the dark, quiet night, the moonlight, and the starlight. Then his big eyes grow large and

bright. He sees a poor little field mouse hurrying along to his nest. What do you think he does? Yes, he flies down, seizes the mouse in his claws, and eats it. Who knows the name of this bird? Yes, it is the owl. See the moon behind him where he is sitting high up in a tree on a branch. Find his name. What is the first sound? Find the letters that stand for the sound. Let us say together, 'When we are hurt we say *ow*, and *ow* is the first sound of "owl."'"

IV. Suggestions for Teaching.

"Find the hurt sound in the words at the bottom of the page. Make a word out of it. 'Cow,' 'now.' Find 'owl.' Put *f* before it. Put *h* before it. Let us think of other words that have *ow*.

"Who remembers what the oyster man called? Who remembers what the oil man called? Who will write on the board the letters that stand for the sound that the oyster man makes? the sound that the oil man makes?

"Now on this page we have something like it. The hurt sound is *ow*. Find another word that has the same sound. 'Out.' Yes, Mary knew the word 'out.' She had seen it in another book. What is the first sound, Mary? What are the letters that make it? Yes, *ou*. Sometimes *ou* says *ow*. Find another word in which we find *ou* saying *ow* — 'pout,' 'cloud,' 'loud.'"

Have the children build as many as possible of the following words:

| | | | | |
|---|---|---|---|---|
| ou | ou | ou | ou | out |
| ou | out | out | ound | rout |
| | pout | shout | pound | trout |
| | | | | |
| ou | ou | ow | ow | ow |
| ound | ound | how | now | cow |
| round | hound | howl | | cows |

Let the children find for themselves that *ou* has the same sound as *ow*. Carefully separate into two groups the words containing *ou* and *ow*. Be sure that the sound is clearly made. If you like, tell the children that the two phonograms are like twin boys, sometimes one does the work and sometimes the other. We must be careful not to make one boy do all the work, but must see that each one is always put in the right place.

V. Suggestion for Seat Work.

Copy the words on the page, taking pains to copy the arrangement also.

VI. Games.

Dramatize Mary and the bees, or play menagerie and get all the sounds of the letters together. Animals making the same sounds may be kept in the same tents. Later the animals may parade, making their sounds as they march.

## LESSON CVII. Page 115

I. Purpose of the Lesson.

Review of letters and sounds.

II. Suggestions for Teaching.

"What have we on this page? Circles, squares, stars, boxes, rings, and so on. I think the upper row looks like a row of cookies. What do you see on the first cooky? Two *l*'s. How I wish I had a cooky to give you for telling me a word that has the two *l*'s at the end. Who can think of one? I will put them on the board, making a cooky for each child who thinks of a word. See how many cookies we can get — 'well,' 'fill,' 'shell,' 'tell,' etc. Try the other 'cookies' in the same way.

"The next row may be boxes; the next, stars or badges with the initial letters; the next, more boxes. [And so on.] With each letter build phonograms and words, making a swift and varied review, every child in the class making some contribution."

III. Suggestions for Seat Work.

Draw a box and fill it with words having the given sound; or make a pan of cookies, writing on each cooky the word containing the given letters. The cookies may easily be made by tracing around a pasteboard circle.

IV. Game.

Mother makes gingerbread cookies for the children. As the children ask for them they choose a certain cooky, giving the name they are assuming. "I would like the *ss* cooky, for I am 'moss.'" "I would like the *ee* cooky, for I am 'street.'" "I would like the *oo* cooky, for I am 'moon,'" etc.

## LESSON CVIII. Page 116

I. Purpose of the Lesson.

Review of double consonants, *qu* and *ow*.

II. Suggestions for Teaching.

Strive for clear sounding, rapid blending, and independent work on the part of the children. Ask them to write on the board, independently, the words suggested by the class and containing the given phonograms. Recite the key sentence; sound the type words; make rhymes for the type words. Have children build words suggested by the class and containing the given sound. Take pains to encourage the slower children.

At this point add to the review all the "letters which work together," as *sh*, *ch*, etc.

Practice the sound of *qu*, having children stand close beside you, so that their pronunciation can be clearly heard by you.

III. Suggestion for Seat Work.

Make two companies of soldiers (columns of words), choosing a captain from the page.

IV. Game.

Divide the class into pairs. Let one child in each pair be the teacher, the other the pupil. The lesson is page 116. After five minutes' play let each pair sound the words that seem hardest to remember. The class sounds these words. Then change each pair, letting pupils become teachers.

## LESSON CIX. Page 117

I. Purpose of the Lesson.

To present and teach the sound *th*.

II. Steps in the Lesson.

1. To teach *th* as in "thimble."
2. Suggest the thicker sound, as in "this."

The page deals only with the first sound, and if it seems best, the second can be deferred until later.

III. Telling the Story.

"Lucy was visiting her grandfather out in the country. She loved to be out of doors and to run through the pastures and fields, to pick flowers and berries, and to play with her doll in the shade of the trees. One day she had been playing with her doll. She said to herself, 'I will go to the barn and see if

grandfather is milking.' But on the way to the barn she met a big fat goose with her little goslings. Mother goose saw Lucy coming and was afraid that she wanted her goslings, so she stretched out her long neck and rushed at Lucy, saying *th-th-th.*

"How frightened Lucy was! She ran crying into the house. Old mother goose waddled after her, flapping her big wings and crying *th-th-th.*

"The old goose did not mean to hurt Lucy; she only wanted to say: 'Do not come too near my children. They will be afraid of you.' She could not talk in words as we do, so she said *th-th-th.*

"Find the letters that make the goose sound. Name them. When they stand together they may say *th-th-th.*

"Find the little picture. All the girls know what this is. Perhaps the boys do. Yes, it is a thimble. What is the first sound? Find the letters that make it. Sound the word slowly —'th imble.' Let us say together, 'The goose says *th*, and *th* is the first sound of "thimble."'"

IV. Suggestions for Teaching.

This sound is very difficult for many children, especially for some of foreign parentage. To overcome the difficulty give close attention to the correct placing of the tongue and the teeth. Give many examples, letting the class observe and repeat. Let those who have trouble come close to you and note the position of your tongue in making the sound. Be careful that there is no vocalization; this is a whispering sound.

When the class seems able to pronounce words easily, give the slow pronunciation, accenting or prolonging the given sound, as "th in," "th ick," "th imble," "too th," "tee th," "pa th," etc.

Develop other words on the page. Ask children to write the given words upon the board. Here are two letters working together to make a given sound — *th-th-th.*

V. Suggestions for Seat Work.

Draw the thimble and write under it a list of words containing *th*. Do not emphasize too much at this moment the difference between the sounds of *th*. Euphony and regular use will teach the difference. Do not criticize if the child includes the two sounds in the same column. The differentiation requires a nice distinction to which they have not grown.

VI. Games.

Play Thimble, Thimble, who's got the Thimble? Dramatize the story of Lucy meeting the goose. Let the children plan the play as they do when playing by themselves.

## LESSON CX. Page 118

I. Purpose of the Lesson.

Drill on *th*, giving attention to the second, or thicker, sound.

II. Suggestions for Teaching.

Have children sound clearly "th imble," "th ink," "th ick," "th ank." Separate the initial sound of each word from the second part, and have slow speaking of the latter. Then pronounce slowly "th is," "th at," "th ese," "th ose," "th em." Take pains to speak the words first in sentences, as these words have no meaning alone by themselves. Then carefully compare "thin" and "this." Draw attention to the two sounds of *th*. Speak them alternately and very slowly and clearly. Then let the children speak the words alternately and slowly. Listen to their pronunciation, noting the different sounds of *th*. Let them feel that the thicker sound is vocalized; that they use the voice

and throat in beginning to say "this," while they breathe through the teeth while saying "th in," "thin." The point to be made is that sometimes the throat helps to make the *th* sound and sometimes it is made in the mouth.

Point to the words in the sections. Name each one that has the *th* sound. Give each sound and tell whether it has the thick or the thin sound — the sound of "this"; the sound of "thin." Push the letters together to form a word and pull them apart into the separate sounds. Separate them again into initial and phonogram.

Drill children in repeating clearly "this thimble," "that thimble," "this tooth," "that tooth"; "this," "that," "these," "those"; "thin," "thick," "thimble." Emphasize the clear enunciation.

III. Suggestions for Seat Work.

1. Make from the letter boxes one of the groups in the sections on the page.
2. Write five words beginning with *th*.
3. Copy three words from page 11. Copy each word twice.

IV. Game.

Play Who belongs in my Castle? The teacher may sit at her desk or in a chair in the floor space. Play that she is to take into her castle all who can give the right word. Every child who comes up knocks at the castle door. "Who is there?" asks the teacher. The child whispers some word beginning with or having the sound *th*. The teacher admits those who give a right word, but sends back those who do not. After a sufficient time those who have been admitted to the castle set forth on a hunting party, dancing around the room to find *th* hidden somewhere on the board or chalked on the floor or desk.

## LESSON CXI. PAGE 119

### I. PURPOSE OF THE LESSON.

Review of sounds and practice in blending and word building.

### II. CONVERSATION.

Preface the study of the book lesson with rapid board review of the letters, known phonograms, and type words. Then turn to the book.

" See if you can find a wall with *th* on one side of it. What do you see on the other side? *Th* reaches over the wall and takes hold of hands with *in*. He takes hold of hands with *ick*. What do they say together? Who will write these words in a column? We will watch to see if John does them well. Then proceed in the same way with the other words and the other wall. Note the difference between the two sounds of *th*. Here is Captain *Th* with some of his soldiers. Find the name of the soldiers — 'tooth,' 'teeth,' 'with.' Find Captain *Oy* and name all his soldiers. Find Captain *Oi* and name all his soldiers. Find Mrs. *Qu*. She is having a tea party; name all the ladies that are coming to her party. Who will be first to name the words at the bottom of the page? Give a rhyme that matches each word: 'pass,' 'grass'; 'bell,' 'sell'; 'loss,' 'moss'; 'dull,' 'mull'; 'kiss,' 'miss.'

### III. SUGGESTION FOR SEAT WORK.

Copy the words in one of the columns.

### IV. GAME.

Children stand in two rows, facing each other. Each child holds his book in his hand; he is at liberty to find any word he chooses to use. The first child bows to the opposite, saying,

" Good morning. I am 'toy.'" The next child must reply by bowing and saying: " Good morning. I am 'coy' " (naming any word ending with *oy*). The next pair perhaps takes a word beginning with *qu*. " Good morning. I am 'queen.'" The reply with a bow is, " I am ' quill,' " the purpose being to let the leader choose the sound and to have the second child respond rapidly.

## LESSON CXII. PAGE 120

### I. PURPOSE OF THE LESSON.

Review and word building.

### II. SUGGESTIONS FOR TEACHING.

Note that some of the words are type words containing sounds which have not yet been taught separately. Do not attempt to make lists from these words. They may be recognized and even written from dictation upon the board or spelled from dictation, remembering the form; but they should not be put in phonetic groups until later, except as the initial and final sound may be given when known.

### III. CONVERSATION.

" The children in the kindergarten had a Christmas tree. Here is a picture of the tree. It was a little tree, set in a green tub. It stood on the teacher's table. Tell me some things which you see on the tree. [The doll, the top, the candle, the paper, the horn, etc.] Here are some words that tell us things we might find on the tree. Let us see if we can find them, the word beginning with *o*; the word that has *o͞o* hidden in it; the word that begins with *sh*; the word that rhymes with 'moon'; the word that rhymes with 'Ned'; the word that rhymes with

'wall'; something to drink from; something to play with; something that barks, etc."

Work for close attention, quick hearing, rapid action, and accuracy. Test the children by having them look hard at the word in the book and then write or print it upon the board. This is real spelling. However, it need not be named so unless the teacher wishes. The point is that close attention to the words through seeing should enable the children to carry the picture of the word in mind so that they can repeat it upon the board. This is the basis of spelling.

In phonetics both sound and sight have been associated. The children, therefore, ought to be able to write words from dictation or to write them from memory, remembering the phonic values. Do not attempt at present a word like "umbrella" or "zebra," but expect them to repeat in writing words like "cat," "fan," "nut," "ball," "top," "eel," etc.

As the work of the book is reviewed, this exercise should be emphasized. Praise children for attending and remembering.

Be sure that every child sees clearly. Often children suffer from the results of deficient vision without knowing that they do not plainly see what is before them. Watch carefully.

IV. Suggestion for Seat Work.

Make a company of words, using for captain one of the phonetic words that may be chosen from the page.

V. Game.

Play Christmas tree. Each child provides something to hang on the tree and sounds the name or the initial of his gift; or the teacher may be Santa Claus, handing gifts from a tree, real or imaginary. She may say, "This gift is for T——." [Children volunteer.] "It is a v——." [Children guess.]

## LESSON CXIII. PAGES 121–127

Pages 121–127 present several reviews which offer opportunity for a variety of drill exercises. On pages 121–123 the story pictures are presented with the letters and phonograms which the story suggests. Children may be asked to name the letters in order and to recite the key sentences associated with each picture. The teacher may describe the picture and the children give the sound or write the letter upon the board, as the teacher may require. The teacher may make the sound of a given letter or phonogram and the children may find the story picture representing the sound. This drill should continue until all the children can readily find any given letter whose sound is given, or make the sound suggested by any one of the story pictures. The final test may be to require a child to go over the three pages, naming the sounds of every letter and phonogram presented upon them.

Pages 124–126 present the type pictures with the letters and phonograms suggested by them. This step presents added difficulty, for the story picture is not present. Children may be asked to select a picture and name it, giving the initial sound and finding the letter which stands for the sound. As in previous drills, children may name in order all the pictures on the page, pronouncing the type word, giving its initial sound, and naming the letter beneath the picture. This drill should continue until all of the sounds are promptly given.

The third step is presented on page 127, when merely the type word is given, associated with the initial, both capital and small letter. Children are expected to know every word upon the page and to name promptly the initial letters. They should be able to give the initial sound or the initial letter, as called for, as well as to recognize every type word.

## LESSON CXIV. PAGE 128

### I. PURPOSE OF THE LESSON.

To teach the alphabet in the order of the letters and to review added phonograms. The names of the letters have been given at different times through the study of the sounds; many of them were previously known. Great pains should be taken to associate the name of the letter with the sound, and particularly to distinguish the one from the other. When the teacher points to the letter upon the board she should often ask both for the name and the sound and should expect both to be quickly given and rightly distinguished.

Now it is time to teach the letters in order. Some jingle set to music and repeated over and over will help more than anything else. The following is a tune which was very familiar in the early schools. Have the children sing until they know the tune and then require enough singing to be sure that they have mastered the order of the letters.

After this practice require the repetition of the key sentence and type word with every letter. Work for accuracy and quickness of recognition, which will mean complete mastery.

## GENERAL REVIEW

Begin at the beginning of the book and turn rapidly from page to page, asking questions concerning the pictures, words, and letters on each page, and pausing for drill when the children reply with hesitation or difficulty.

Spend the most time and effort upon facts which have been forgotten.

In the review the teacher may extend the exercises of any page, according to the present knowledge of the children. For example, many type words can now be analyzed into their separate sounds. The teacher will be at liberty to use many words not previously introduced in the Manual, because the children have advanced beyond the early lessons and can now use all the letters of the alphabet. The review should therefore not only recall the original lesson, but should apply it even beyond the instructions given for the first presentation in the Manual. The reading lesson should review and apply the word study.

At this stage children should be asked to find in their reading books words which contain a certain sound or to "match" words found in "See and Say." As soon as a sound or a word has been mastered, the new knowledge should be put to use in reading. The children should be urged to apply in every reading lesson all that they have learned in their word study.

When the children are perfectly familiar with all the lessons of Book One they are prepared for the study of Book Two.

## Date Due

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| [illegible] | 1930 | | |
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